

GIRARD COLLEGE

PRESIDENT'S REPORT FOR 1939

Girard College, December 31, 1939

Board of Directors of City Trusts,

GENTLEMEN:

To be timely this report might begin with a reference to the European War and its effect upon American life and American education and upon Girard College in particular. It will do no such thing, however. Suffice it to say that in relation to international turmoil and the desire of America to maintain and strengthen its democratic principles, Girard College has a task set for it by the Founder who said in his Will: ".....I desire that, by every proper means, a pure attachment to our republican institutions, and to the sacred rights of conscience, as guaranteed by our happy constitutions, shall be formed and fostered in the minds of the scholars."

As the report is being written, Girard College enters upon its ninety-third year and looks toward its centennial in 1948. An older and larger neighbor dedicated to higher learning, the University of Pennsylvania, with which Girard College has always enjoyed the most cordial relations, is just completing its second century of outstanding service. This bi-centennial celebration might well be seized upon as an opportunity for the College to offer its greetings to a sister institution, from which it has derived many genuine benefits, and to wish for the third century of the University of Pennsylvania the continuance of its distinction in the past.

Those of us who are Philadelphians can think of four large educational establishments in this city which illustrate the

truth of Emerson's statement that "every institution is the lengthened shadow of one man." The University of Pennsylvania was founded by Benjamin Franklin, Temple University by Russell H. Conwell, Drexel Institute of Technology by Anthony J. Drexel, and Girard College by Stephen Girard.

Near the beginning of Article XX of his famous Will Girard says: "I am particularly desirous to provide for such a number of poor male white orphan children, as can be trained in one institution, a better education...than they usually receive from the application of the public funds." This lays upon the College the obligation to provide "a better education" than that which a boy could obtain in the public school system of any town or city in Pennsylvania. It is a large task and one to which the College must continue to address itself with undiminished vigor. Nowhere else in the Will is a comparison suggested with other institutions maintained by "public funds." Only in connection with education does Girard insist that the College occupy a position of eminence. He wished it to be primarily a great school. We must not forget this fact.

The successful careers of hundreds of alumni prove that in the past Girard College was no ordinary school. Some of them occupy positions of importance in business, in professions, and in public service. One of these, Mr. John A. Diemand, an executive of a large insurance company, was appointed last month to the Board of Directors of City Trusts as the second alumnus to gain this distinction. Mr. Diemand brings to the Board discerning judgment, business experience, and a large loyalty for his Alma Mater. This loyalty has been evidenced in many ways, but especially by his influential participation in alumni affairs. The College and the Board are to be congratulated upon Mr. Diemand's acceptance of membership on the Board.



Picture by International News Photos

SPRING COMES TO GIRARD COLLEGE

THE STAFF

A complete list of the changes in staff that occurred in 1939 will be found in Appendix A.

Death claimed several retired members of our staff and also one of the consulting surgeons, Dr. Louis D. Englerth, who was succeeded by Dr. J. Montgomery Deaver. One death linked together the long yesterday and the present in a striking way. Miss Charlotte E. Overn, who was born in a farm house on the site of the present Junior School Building in 1845, three years before the College opened, and who later served as a teacher for 46 years, retiring in 1912, passed away in her 95th year.

The extraordinary record of Miss Mary Peoples, who retired as a teacher this year, was sketched in the President's Report for 1938. Mr. Joseph G. Simcock, Instructor in Forge and Sheet Metal, whom thousands of Girard boys have known, retired after thirty-nine years of service. Unfortunately illness forced the retirement of our faithful Directress of Nurses, Miss Olive Brown. This resulted in a reorganization of the nursing staff and the promotion of Miss Magdalene Suter, formerly Assistant Directress of Nurses and Anesthetist, to the position of Directress. Two teachers, Miss Katharine S. Paul and Mrs. Sara B. Weiler, and a governess, Miss Irene Mallams, the latter because of ill health, retired from the service of the College with the good wishes of their associates.

Claude M. Fuess, the head of the Phillips Andover Academy, tells an interesting anecdote in a very readable book entitled "Creed of a Schoolmaster": "A leading Eastern headmaster was once escorting a guest over the grounds of his institution. When they returned to the inn, the head asked, 'What impressed you most about the school?' 'Well,' replied the visitor, 'I was struck by the fact that some of your staff looked as though they could earn a living in some other job.' " It is, of course, the staff and not the buildings or the equipment that contribute most to making a school. The complete lawyer, bond salesman, physician, or accountant is hardly a very typical lawyer, bond salesman, physician, or accountant.

It goes without saying that forward-looking educational institutions must avoid the old-fashioned "teacher" type which is just as reprehensible or distasteful as any type. Students themselves want a teacher or school officer who could have been successful in business or in journalism, for example, but who preferred to do what he is doing.

If education is as complex as life itself, and if Von Humboldt was correct in saying, "What you would have in the life of the nation, you must first put into its schools," we must continue to exercise great care in the selection of staff members. Schools need men and women of intelligence, personality, health, vigor, courage, common sense, broadmindedness, honesty, poise, leadership, and loyalty. The whole world needs such people, of course, but are they more vitally necessary to any other profession?

THE ELEMENTARY SCHOOLS

Referring to the struggle in educational ranks precipitated by the progressivists, the Supervising Principal of the Elementary Schools stated in his report of a year ago: "Out of the disturbing ideologic chaos (evangelical progressivism) have appeared certain generally accepted reference points, which include the necessity for teaching fundamentals, the need for carefully organized curricula, and the realization that a child is a child, and hence, cannot be expected to conform to adult standards of thinking, planning, or self-control."

This year he again emphasizes the importance of the middle road in progressivism, and he sums up the two extreme positions by stating: "A teacher who believes that pupil interest is of no value finds in drill alone the proper method. One hundred and eighty degrees away is the teacher who sees no good thing in pedagogy before 1925, and allows his pupils to decide from day to day what they wish to learn." Mr. Cooper says that the philosophy of the middle position is "one of our basic concepts, and a controlling factor in how we operate our schools. If we often have been slow, we have likewise avoided going off the deep-end, and credit for this

desirable state of affairs is due in no small part to the idea of Dr. Joseph M. Jameson, formerly Vice-President of Girard College, that it could not afford to be an experimental school. But it must also be noted that once a progressive principle had been through the trial and error technique in other systems, and had been qualitatively analyzed for real worth (at the expense of somebody's children), we were not slow to adapt it to our needs. Our staff has been alert to observe the evaporating process, study the crucible and contents in the laboratory set-up, and evaluate the final product when it appeared. It is in this chemistry of education, that I feel Miss Ethel A. Sipple, our Assistant Supervisor, is particularly adept, and has made a notable contribution to our instructional design."

After all, the business of a school is to teach pupils, and one important way to measure whether or not this is being done is by standardized tests. Unfortunately we do not yet have satisfactory measures for the intangibles of personality development, but we can find out what general kinds of knowledge a boy is accumulating. The Metropolitan Achievement Test was given again during 1939 to grades three, six, and seven, with results similar to those of 1938. The 3A's were below the standard norm by one and one-half months in language usage and two and one-half months in spelling; the 3B's were two months below in spelling. The majority of these younger boys have only recently entered the College. The 6A's were at or above the median in every test, rating a full grade ahead in reading, vocabulary, and literature, which was almost identical with the 6B record. In the seventh grade the story is not very different, except for the fact that both 7A and 7B exceeded the median for every test, including spelling.

One would therefore feel justified in assuming that our subject matter mastery has not suffered because of the increased activity program, and in some classes it seems to have been accelerated. Test scores are no worse, and often better than in earlier years, when activity work was present in iso-

lated instances only, and the chief emphasis was on drill as the proper technique. In another term, or perhaps two, we are planning to make a comparative study of this matter and shall present a summary in the appropriate annual report.

Appendices B and C are of interest in connection with the work of the Elementary Schools, since they show the distributions by grade and by age respectively of boys admitted in the last five years.

Further progress has been made in eliminating departmentalization, and in integrating the work of a class under one teacher. In the Junior School the first and second grades are now completely non-departmentalized, with the exception of special subject teachers, and in the Middle School the three 4B rooms have been placed on a non-departmental basis, this change permitting the rostering of a few periods when boys may be called in by the teachers to receive any necessary individual coaching.

The Supervising Principal expresses satisfaction with the progress in remedial teaching, in the Library-Laboratory, in the boys' study of library techniques, in the use of the radio in some class sessions, in the school proficiency tests for applicants and their subsequent grade placement in which the Assistant Supervisor coöperates with the Department of Student Personnel, in the work with the problem cases studied by the latter department, in the growing value of outside excursions, and in the greater functionalizing of work in the special subjects, notably art; but he is concerned about one development resulting from the increase in enrollment: "The immediate future presents the prospect of a steadily increasing enrollment as the wave of 200 boys taken in during 1931 and 1932 comes out at the top, and unless we are permitted to replace the two teachers given up as the numbers passed on, we shall have no choice but to retrogress."

THE HIGH SCHOOL

In his report the Supervisor of High School Instruction says: "As I review the activities of the High School for the

year 1939, I really feel that it is perhaps the most constructive year we have had in the last decade. More than that, I am convinced that groundwork has been laid for a far better year in 1940. The members of the teaching staff are engaged in greater participation in school interests other than their own teaching than ever before. There is an attitude of constructive self-analysis, the recognition of a common purpose, and I feel quite sure a deeper interest in the individual boy."

The members of the faculty have widened their activities outside the College and are far from being immured. So far as academic preparation is concerned it is interesting to note that only five members of the full-time academic faculty do not hold a master's degree. Regular department meetings are held weekly and it is through these meetings that objectives, methods, and techniques are developed. The Heads of Departments meet regularly once a week. At these meetings the work of the High School is evaluated, plans are made, and needs are presented, and through the members of this group policies and plans are carried back to the individual teachers.

In the matter of the curriculum and course of study, notable progress has been made during the year. The Commercial Department published a sixty-nine page pamphlet indicating the aims, methods, program of commercial guidance, and outlines of units that are basic to the work in that field. This is a revision of a former bulletin and is based on objective data obtained through questionnaires sent out to former students, recommendations of the Department of Admission and Discharge, and the experience and observations of the members of the staff.

For many years the Commercial Department has felt that the boys of the second half of the sophomore year should be given an opportunity to take typewriting, largely as a vocational tryout, just as the boys in our first two years are given exploratory courses in shopwork. The boys have been very anxious for this opportunity. Quite aside from the use that the boy may make of it, it will have vocational guidance value. Since the course has been in operation only a term, the Head

of the Commercial Department feels that he is not in a position as yet to evaluate its success. The Department finds that a few boys who elect the clerical course find bookkeeping a very difficult subject—one in which there is little promise of success for them. These few boys are now concentrating their time on becoming proficient in some one technique such as the use of a single machine. This practice is in line with that of our best vocational schools and will be of real help in placing a boy.

A minor change in the High School curriculum this fall was the introduction of a series of lectures on the life and work of Stephen Girard given by the Head of the Department of Social Studies. All of us feel that the boys should know more about the founder of the College and his contribution to the city, state, and nation.

As the result of the serious thought given to its difficulties this year the Mathematics Department will next year give special attention to remedial work, and to drill in basic principles. Members of the Department are completing lists of supplementary problems in algebra to give a wider range of material and more practice in algebraic functions.

Some of the equipment of the High School will soon need replacement. The chemical laboratory desks were brought over from the High School in Founder's Hall where they had been in use for many years. They were originally imported from Europe. We shall probably have to replace them in 1941. The seats in the auditorium of the High School Building are getting loose and beginning to show a good deal of wear. During the next year they should be examined carefully, tightened up, and put in as good condition as possible. Within the next three or four years they will probably have to be renewed. The Commercial Department is trying its best to keep up to date in office machinery. There is a serious lack of adequate locker space. The original building had no provision for lockers; when it became necessary to introduce them, half-sized lockers were provided. When the annex was built, provision was made for half-sized lockers



A BIOLOGY CLASS

only. We therefore have no solution for the overcoat and raincoat problem, which is a constant source of difficulty and annoyance.

What is the size of our High School classes? Appendix D provides a rough answer to this question. It shows the number of classes having one to five, six to ten, eleven to fifteen boys, etc., for the present school year and for the two preceding school years. The figures include all classes of the four-year High School course. Mechanical School classes for High School boys are included, but Intermediate High School and Post High School classes are not. The small classes are largely in elective shop work. Those who are opposed to large classes will note with pleasure the reduction from 54 to 42 in the number of classes having more than thirty students.

Boys who complete the High School course at Girard College are indeed fortunate in having been able to take a double curriculum that is probably unique in the United States, for it includes the full quota of academic subjects necessary for college or university admission and a vocational training in the mechanical or commercial field. In other words, while one of our boys is taking the usual cultural subjects of a high school course that will prepare him for living he is also receiving preparation for earning a living.

For several years somewhat more than half of our boys have elected the mechanical option. In this connection, the mechanical boys were interested in a magazine article published in the middle of the year by William S. Knudsen, President of General Motors Corporation, in which he said: "If I were twenty-one I would be a mechanic...I would try to get some work to do with my hands...I am not belittling education. What I am trying to say is that a person educated entirely through books is only half educated. There is a kind of practical knowledge and good sense which can flow into the brain only through the use of the hands." This is in the true American tradition after all. "George Washington was for years a hard-working surveyor; Thomas Jefferson

was a gifted designer of useful appliances; Benjamin Franklin was a journeyman printer, an inventor, and the best electrician of his age; Abraham Lincoln split rails, kept a store, built and worked on flatboats." Mr. Knudsen himself has been a mechanic since he was sixteen.

But the American pioneers and the later immigrants, most of whom had little education, revered book learning. "The man who made his living sitting at a desk, wearing a white collar, was looked up to and envied. His life was easy, clean, 'genteel.' He seemed of a higher social class. From this came many good things. It provided the urge for universal education in America. It built in America the greatest number of colleges and universities in any country of the world. But maybe we have gone a little too far in our reverence for book learning; maybe in our concentration on that we have forgotten other things which are just as important. That is, the knowledge of how to work with our hands, how to create with practical skill."

The answer lies in the unique Girard College curriculum, a double curriculum.

Beginning in February, 1940, a modification in the academic work of the junior and senior years is planned for a minority of our boys. The academic curriculum now includes the subjects required for admission to colleges and universities, also the various subjects mentioned in XXI. 7 of the Girard Will; and, to quote from the Will, "such other learning and science, as the capacities of the several scholars may merit or warrant." This matter of "capacities" is rather important, and the question has frequently been raised whether or not some of our less able boys were not being placed at a disadvantage by having to complete what is at one and the same time a complete college preparatory course and a vocational training course. Only a minority of our boys go to college after graduation, though this is a large minority (approximately 10% full-time and 30% part-time) that should always be served to the fullest extent possible. Of the rest a considerable number have not the capacity to pursue work in

a higher institution, and it may therefore appear unwise to insist that these less able boys complete every course required for admission to a college or university.

At the same time, it seems necessary to follow the prescription of the Will and desirable not to diminish either the quantity of academic work or the amount of vocational preparation for any group of less able boys. By merely shifting the emphasis somewhat, they can be permitted to substitute in their last two years academic courses better adapted to their "capacities" than third year French, physics, or geometry, for example. The substitution of what is called general mathematics for geometry in the third year of the High School would be consistent with Mr. Girard's desire to have the boys study what he calls in the same section of the Will "practical mathematics," and it would meet the needs of the average boy who is not going to college better than the formal course in geometry.

We shall introduce in February, 1940, at the beginning of the second term such substitutions for the lower junior group (J-1) and gradually extend the arrangement through the two upper years. This will leave untouched the first two years and the core subjects (history, English, etc.) of the remaining two years. It will not increase staff or costs, but will constitute, we think, the wisest use of our facilities and personnel. It will be in line with the frequently expressed determination to do our utmost for the individual boy in meeting his needs and interests. It will necessitate closer attention on our part to guiding a boy in his selection of electives and to placing him where we can do the most for him. This guidance we are now in a position to offer. The change may make it possible to retain in the High School some boys who at present have to be transferred to the Intermediate High School and discharged without a high school diploma. It may also enable a few boys to graduate on time who cannot now do so since they have to repeat a term or two in the upper two High School years. The change in no way lessens the quality of work required of our most able boys, but may actually result

in raising that quality, for poor students, who merely satisfy minimum requirements and tend to hold back their fellows, will be eliminated from a class in a difficult subject and be given work more suited to their capacities.

It might be asked why the change is not more drastic and inclusive of all four years of the course. We wish to progress slowly. Moreover, it should be understood that this is a procedure the results of which would bear directly on any further changes that might be considered several years hence. We must be certain that we are not lowering standards as we make changes, even though admitting that for our boys of smaller capacity we must emphasize training for intelligent citizenship, gainful employment, and a full life rather than preparation to attend a college or university.

An interesting by-product of the proposed change that benefits our college preparatory group is the availability of third-year French in the third year instead of its postponement until the fourth year.

THE MECHANICAL SCHOOL.

In recent years the number of boys in advanced trade classes has increased. There are probably three reasons for this growth: the increase in the enrollment of the College approved several years ago, the salvaging of some boys who might have been dropped in the past, and the growing popularity of the industrial classes among our boys, who are not victims of the unfortunate desire for "white collar" work to the extent that many other boys are.

In 1931 there were 129 boys in the advanced trade classes. In 1936 the number was still only 132. But in 1938 and 1939 the number rose to 147 and 172 respectively. Partly because of this growth, but more on account of the desirability of improving our instruction, two important curriculum changes were started in September, 1939.

The automotive course, previously restricted to a one-year course for Senior boys who had already made a good record in machine shop work, is being built over to a full two

and one-half year trade course, which will cover fundamentals of gas engine instruction, such as marine, stationary, and automobile; special units, such as ignition, brakes, transmission, etc.; and during the last year much the same type of automobile maintenance and service work as was given before.

A two and one-half year course in sheet-metal work is being introduced. This will not only cover the fundamentals of ventilating, roofing, and utensil manufacture, with appropriate related drawing, but will also go somewhat into the field of metallurgy.

These two courses will be built up slowly, requiring about two years to develop a full membership. The addition of these courses will utilize more completely our floor space and instructors' time, and will satisfy more fully the increasing demand for enrollment in the Mechanical School.

The splendid contribution that the Mechanical School makes to the needs of the College by its productive work, and the contribution that the College community itself makes to the practical training of our boys in shop courses, might well be outlined here. It is to be noted that all instruction in the Mechanical School is based largely on what, in vocational education circles, is called "productive shop work."

Exercise work is defined as that which has instruction value but does not result in the creating of a usefully consumable product. Productive shop work is that which has instruction value and is also usefully consumable. Generally only a limited amount (i.e. about 25%) of productive work can be and is done with younger boys in manual arts and pre-vocational classes, but in trade classes the preference is always given to productive work because it furnishes experience, incentives and educational values which cannot be supplied so effectively in another way.

In all shop classes instruction is planned so that it proceeds from the simple to the complex, each succeeding experience strengthening and widening the experiences gained in what was previously learned. Ascending levels of ability having been established and defined, it becomes possible and

profitable at any stage to substitute for the routine exercise or project a real job which comes to the shop for completion, and possible to find boys who can do the work.

Many of these jobs require the correlation and coöperation of several shops. For instance, the material for a lawn settee is obtained in the form of pig iron and rough lumber. The design and blue-print working drawings are prepared in the drafting room, the pattern is made in the pattern shop, the castings are made in the foundry and machined in the machine shop, and the wooden strips are prepared in the woodworking shop where the entire settee is assembled. It is then finished in the paint shop and delivered for use to the head gardener.

The Girard College campus contains over forty acres and more than twenty buildings, such as school buildings, a recreation hall, dining halls, dormitories, and a library. The College maintains its own power plant. The maintenance of so many buildings, water, electric and gas lines, sewers, lawns, roads and approaches, demands a tremendous amount of upkeep and much replacement of material. Whenever any job is to be done, the first query raised is, "Can the boys in the shop classes do it?"

Each year between three and four thousand dollars' worth of materials purchased from our manufacture and repair budget are converted into equipment needed in departments of the College which would cost at commercial rates three or four times as much as the material. In all this use of our own community resources for instruction purposes, there is need for constant vigilance to insure that instruction is not sacrificed for the sake of production.

In the electrical trade shop 55% of the work is exercise, consisting of practice setups in booths, and 45% production in such various forms as the installation and maintenance of power lines, switch panels and motors in all shops and buildings; trouble shooting on appliances for household and dining service; making repairs, changes and new installations on lights in buildings and schools. All work is subject to the fire underwriter's inspection. In the foundry the trade work

is 100% productive. The boys pour several hundred weight of metal each week, several tons a year of brass, bronze, and iron. They make shower bath fixtures, hinges, andirons, bookends, bench legs, school furniture legs, water and sewer caps and gratings, fence posts, gear blanks, pulleys, lawn rollers, etc. The sheet-metal shop renders similar service as needed. The machine shop work consists of 85% production in the form of turning out square and hexagon head bolts of assorted sizes, machining the foundry products listed above, and general repair work for dining, household and school service. The pattern shop is 70% productive, patterns being used on the foundry production listed above. The print shop is 100% productive. This shop produces all the College printing—cards, programs, office forms, pamphlets, reports, school newspaper, literary and semi-annual magazines. The work ranges from a simple ticket to a 500-page book. In plumbing, pipe fitting and power plant practice boys are assigned as helpers to the plumbers, pipe fitters, and power plant men of the Engineer's Department. The work is entirely production, but it is impracticable to estimate the amount of the boys' contribution to any given job.

In trade drafting classes work is arranged on the basis of individual problems for each boy which may be interrupted at any time by demands for design and blue prints for material to be made in other shops. Production is estimated as 20% of the year's work. Typical projects are: the designing of cast iron caps for sewer manholes, tracing and blue printing of plans for summer camp, designing, tracing and blue printing or direct printing from vellum of various patterns for the pattern shop, and lettering athletic certificates for teams. In the automobile shop production work on real cars provides 90% of the work done. In the carpentry and cabinet-making shop typical products for a year include closets and partitions in other buildings, school furniture, wardrobe closets, cabinets, tables, radio stands, and phonograph-record racks. The work of this shop is 100% productive. The paint shop does

all the painting and finishing for the carpentry shop. Practically all the work of this shop is productive.

From the foregoing it is evident that in the shop classes of the Mechanical School, especially in the trade classes, a large amount of productive work is completed each year, with consequent educational advantages for the students. The College community thus contributes to the work of the Mechanical School, and the latter more than repays the College for providing productive work.

In time, we should rebuild some of our equipment in the Machine Shop and perhaps employ a full-time tool-keeper there. These changes, like the desirable introduction of equipment and instruction facilities for a course in tool-making for boys in their last half-year, or furnishing more help to the Household Department in supervising activity projects than the Mechanical School can now give, await the time when income warrants such action.

THE SUMMER SCHOOL

The names of the members of the Summer School staff for 1939 are presented as Appendix E. Their work was again under the able supervision of Dr. William E. Burkard, who was recently promoted in the public school system of Philadelphia from the principalship of the Tilden Junior High School to that of the John Bartram Senior High School.

Previous academic standards were maintained and some successful innovations were introduced. Even the weather was propitious with moderate temperatures. All of the new teachers amply justified expectations on our part which had led to their nomination and appointment. The new arrangement of having the handwork classes for older Elementary School boys taught in shops was highly satisfactory because it gave the teachers and boys the facilities that were needed in the way of workbenches and vises. It also eliminated the danger of damage to desks in the classrooms on the lower floors. The new seventh grade tutoring class under the direction of Mr. Charles K. Hay was outstandingly successful

despite the fact that it had twenty-one members. One feature of its work is discussed in the section of this report headed "The Department of Student Personnel."

Individual progress cards were received by the summer tutoring staff from the regular teachers for all boys who did summer work, except a few who were recommended at the last minute. It should be re-emphasized at this point that the Summer School term of approximately thirty periods of thirty-five minutes each does not permit the survey of the work of an entire term in any subject. Therefore, it is necessary to give each boy individual instruction of a remedial character. In general, the Summer School group and the High School staff were gratified with the results of their mutual coöperation. Fewer High School boys were in attendance, more boys than usual removed conditions, and the boys themselves felt that the summer had been profitable. There was an improvement in the size of High School tutoring groups this year. In 1938 the average size had been ten pupils per group. This year it was between six and seven, with no classes larger than thirteen. Fifteen classes had five or fewer, twelve classes had six to ten, and five had eleven to thirteen, three of them unfortunately in mathematics.

The first experiment with commercial work was made in the past summer session. It consisted of classes in typewriting. The classes were composed of boys, many of whom had never had typewriting before. Eleven of them, however, were repeating regular work, and two were making up two terms of work. Other boys were merely reviewing last term's work and improving their typewriting skill in anticipation of the coming term. A Post High School student was in charge and he deserves a high degree of credit for his excellent control and management of the classes. His discipline was good, and the students under him took their work seriously.

In the sections dealing with the Summer School and the Summer Camp in his report for 1938, the writer referred to the large group of older boys on the campus who had no school work to do and who engaged largely in recreational

activities. A few of these spent a small part of their time in the typing classes, but it is gratifying to note that they will go to the Camp next summer and participate in the erection of the new cabins.

Again the programs under the direction of the auditorium teacher offered a great variety, with over thirty separate programs for each of the three age groups—senior, intermediate, and junior. These auditorium programs bring the outside world to some extent into Girard College in an otherwise uneventful summer, afford the boys valuable contacts, and offer them thoughts that may keep their minds engaged along more desirable lines than if they had no such stimulation. The programs included talks by an explorer, an agent of the Federal Bureau of Investigation, an aviator, a safety expert, a criminologist, films from the Navy, utility corporations, and automobile corporations, an archery exhibition, marionettes, story tellers, an accordionist, musical organizations of several types, and personalities in the sports world including Joe DiMaggio, "Dizzy" Dean, "Pepper" Martin, Marty Brill, Tommy Loughran, and Bill Dyer.

Much credit for reorganizing the Summer School goes to its Principal. The Supervisor of High School Instruction comments appreciatively: "A contrast between the Summer School now and the Summer School five years ago is one of the most amazing evidences of constructive and evolutionary change here at the College."

LIBRARY SERVICE

The summary of Library statistics appearing in Appendix F has somewhat less value than usual since the three-week period of absolute quarantine in the spring affected all normal activities in the Library, and the general upsetting of normal habits and procedures on the part of the boys was felt long after the actual quarantine had been lifted. Once classroom activities were resumed there was a natural concentration upon school work with little time for recreational reading. Undoubtedly a great amount of reading was done

during the period of the quarantine, but unfortunately no record of this could be kept beyond a notation of the fact that hundreds of books and magazines which had been withdrawn from the files of the Library were distributed throughout the dormitory houses and were in constant use for the duration of the quarantine period.

Yet the reading figures for the year show some interesting facts. The percentage of fiction circulated to boys in the High School division, as contrasted with non-fiction, was 58 per cent. This is a revealing commentary upon the type of reading done by our boys, since the average public library strives to keep its fiction circulation *down* to 75 per cent of the total. Furthermore, it becomes apparent that much of the 42 per cent of non-fictional reading done by the boys is of a recreational nature, rather than of the reference type, since it has now become an established habit that most reference work required for class assignments and projects is done in one of the two reference libraries, where no circulation records are kept.

In the Main Library no effort is used to persuade a boy to read non-fiction rather than fiction, for the librarians feel that in the recreational life of the boy it is quite as important to form a taste for reading worth-while stories as it is to form other reading tastes. Yet a real educational forward step seems to have been taken when a high percentage of the reading done is of the type which requires more than the simple assimilation of pleasurable reading content.

The largest circulation of books next to that of fiction is in the classification known as Useful Arts, which includes books on aeronautics, radio, mechanics, building, farming, etc. The second largest is in Fine Arts, including drawing, music, photography, athletics, and many other kindred subjects. The third largest is in Literature (essays, drama, poetry, etc.); the fourth in Sociology; and the fifth in Biography. In addition to these six classifications of reading interests, the Library includes eight others, all of which are represented in the total reading activities of the boys in Girard. Figures cannot tell

the whole truth. The mute testimony of thumbed and shabby reference books, non-fiction shelves as tumbled at the end of the day as fiction shelves, and the tremendous increase in worn-out and rebound books, all bear witness to the fact that the activities in the Library go on increasingly and that many of them are of a nature that cannot be revealed through statistics.

In the Children's Room, where the true and the imaginative are so carefully interwoven in this day of artistic and beautiful books for children, the per cent of fictional reading drops to 48 per cent, showing that more than one half of the reading done by the younger boys is of a non-fictional nature. It is in the Children's Room that the Librarian's interest in reading trends and guidance finds the greatest challenge and the greatest satisfaction. Here is laid the foundation of whatever goes into the establishment of reading preferences among our boys, and, needless to say, here is a crucial spot for concentration upon a definite program of library guidance.

In her annual report to the President the Librarian digresses interestingly and gives a brief picture of a typical hour in the Children's Room, in order to show how a reading period is planned and guided by the children's librarian. She says: "The time might be anywhere between 9.00 A. M. and 4.00 P. M. on a school day. About thirty boys arrive to spend an hour in the Library. After hats, coats, and rubbers have been removed, each boy presents himself at the desk and is greeted by name by the librarian (this constitutes checking the attendance.) Then the boy whose turn it is to be desk monitor takes his place at the desk and is responsible for charging out books as they are brought to the desk by the other boys. Two boys work together arranging books on the book-truck, and, if they are fifth or sixth-grade boys, they will know how to return these books to their correct places on the shelves (the younger boys have not yet learned the arrangement of the entire room—they know only their own section of the library). These boys work at this job for half the period, changing then with two other boys, and using the rest of the time for choosing the books they wish to take out. With

these tasks in the charge of boys, the librarian is free to concentrate on those who need help in selecting their reading. The young reporter of the Junior School News explains his new job to her, and she suggests that he read 'Extra! Extra!' Another boy has selected a book too difficult for him, and to convince him of this she has him read a paragraph aloud.

"Then for fifteen or twenty minutes the demands come thick and fast. There is sure to be at least one vague query of 'Where is that little green book that tells about the seal that ran away?' Or a more assertive need of 'A good book that'll fit into my parka hood!' Dogs and horses lead the demand for animal stories, but there is the occasional boy who likes to read only about wild animals, and to give him a story of a dog when he asks for 'another animal story' would be breaking faith with him. Over yonder is a budding farmer, examining the farm poster on the wall, and for him all the discarded copies of the 'Pennsylvania Farmer,' the 'Rural New Yorker,' and the 'Country Gentleman' are saved and meted out one by one as treasures to add to the bulk of his hobby notebook.

"The constant demand for Bible stories with pictures gives rise to the feeling that this phase of our boys' education is not being neglected by other departments. The social instincts of the lad who has found a book of conundrums are demonstrated as he pursues the busy librarian with 'Do you give up?' and is quite content with only partial attention from her as well as from even busier comrades who lend him only half an ear.

"Next to the demand for animal stories comes that for sports. Stories and factual books are equally popular, and the demands change with the seasonal regularity of the sports themselves. The next request calls for a general consultation, and brings out the fact that the boys had been served French toast for breakfast, and that one boy liked it so much that he wants a recipe to take home to his mother. 'Young America's Cook Book' produces the recipe and many others that make his mouth water as he reads them.

"The Library hour draws to an end, and with the immediate demands satisfied, a few precious moments remain in which the librarian may by a happy chance show a boy a book which he has never before known, and which strikes in him an immediate need or desire. This may be a book of astronomy, of poetry, an inspiring biography, or it may be a natural, straightforward answer to his bewildering curiosities, such as Dr. DeSchweinitz gives to boys in his 'Growing Up.'

"It is time now to put on hats, coats, rubbers. Each boy of the thirty has one, perhaps two, books to take with him, and to care for until his next visit to the library. Each boy has had an hour of quiet freedom among books, aided by the guiding influence of the librarian. The hour may vary from week to week, as the librarian feels out the needs of the boys. One week may hold a story hour, another a talk on how to take care of books and how they are arranged on the shelves, and still another may be the favorite book talk, when she reveals just enough of a book's story to arouse the interest of the young reader.

"Over a period of five or six years, during his visits to the Children's Library, the librarian learns to know a great deal about each individual boy—his interest in books is her first concern, but by no means her last. His other interests, his ambitions, are constantly cropping out and revealing themselves through his tastes in reading, and the advice he seeks often runs far afield of books and reading. This latter statement holds equally true of the older boys in their relations with the Library. It is the peculiar fortune of the Library staff to have direct contact with *all* boys throughout their entire life-span in the College, resulting in a personal and intimate knowledge of the entire student body, such as perhaps no other department in the College can have, with the one exception of the Playground."

In the Elementary Library-laboratory the use of the room and of the visual materials was greater than last year, in spite of the curtailment of the work during the quarantine. This

library has now completed its second year and is no longer considered an experiment. It has justified itself in every way, and has become so much a part of the Middle School curriculum that it seems always to have been there.

The coöperation of our Library with the regional Union Library Catalogue and with the Bibliographical Planning Committee of Philadelphia is referred to in another section of this report. From time to time the Library is also called upon to furnish information for historical projects. A request of this nature came from the Historic Models Project, sponsored by a federal bureau, asking for the floor plans and window exposures of the Bush Hill Manor. After some search the Librarian found a memorandum among our Yellow Fever Papers, on which Stephen Girard had carefully recorded the size, height, windows, and doorways of each room in the mansion. It is always a renewed pleasure to find how meticulously Girard saved every scrap of paper on which any notation had been made.

Another thrilling example of the completeness of Girard's records was revealed during the year, when a member of the Historical Society of Pennsylvania made an exhaustive examination of the Shipping Papers of Girard. Her interest lay chiefly in the ship-building industry of the late seventies, and the inventories she compiled of twelve vessels owned and operated by Stephen Girard are a revelation in their completeness of detail, covering every item of ship-building, outfitting, and operating. Such investigations emphasize anew the wealth of precious, original material left to our care, and the need for making it accessible to research scholars.

OTHER INSTRUCTIONAL ACTIVITIES

Our interest continues in the branches of instruction usually considered under this head—the special art class, the special or remedial class, the Battalion, dramatics, and the vocal and instrumental music departments.

New dress uniforms have been bought for the entire first

band and replacement uniforms for part of the Battalion. From a musical point of view the Band has always been good but now we can be proud even of its appearance. It is hoped that sometime it may be possible to provide more attractive uniforms for the Battalion.

The Battalion held its usual competitive drills among its four companies, contributed to the celebration of Memorial Day, and decorated the war memorials. Brigadier General Perry L. Miles, U. S. Army retired, who was Commandant of the Battalion from 1906 to 1910, reviewed the drill and parade on Founder's Day. Bordeaux Hall, whose military company has been too often staffed in recent years by officers from the other houses, has succeeded in developing military leaders of its own. Under their leadership the military company representing that house has won first place in the company competition in the last two terms.

When the Armory and Recreation Building was planned, it provided adequately for musical instruction and the musical organizations as they then existed. A large room was provided for the First Band and a room of similar size for the Second Band. Shortly afterwards instruction in the violin was started, and an orchestra was organized. The latter organization took over the quarters of the Second Band, which for years has been forced to practice in the south entrance to the balcony. It is planned to re-partition certain sections of the southwest corner of the balcony and provide a larger, more comfortable, and better ventilated practice room for the Second Band, without loss of efficiency in our musical instruction or practice.

At intervals of five years the Department of Commercial Studies has sent out to its former students of one to six years' standing questionnaires concerning the importance of certain phases of their commercial training. At the same time, each alumnus answering the questionnaire checks an outlined job analysis, which enables the Head of the Department to determine what types of work our boys are doing. This has been extremely useful in reconstructing the commercial curriculum

and the individual courses within it to meet the needs of our boys in the jobs that they may eventually fill. So successful has been the commercial questionnaire that the Head of the Department of Instrumental Music, Mr. George O. Frey, attempted very much the same sort of thing for the first time last spring. At that time the Girard College Band had existed seventy years. Woodwind instruments were added about twenty-two years ago. Instruction on stringed instruments leading to the formation of the orchestra, and instruction on the piano, began seventeen years ago.

It was desirable to learn from this questionnaire how much of our investment in instrumental music had carried over into the life of the boys after leaving Girard. As part of the questionnaire the 566 former students who received it were asked to evaluate this carry-over in terms of what it cost the College and to tell whether the results of their music study justified their own personal efforts and their sacrifice of recreation time in practicing upon an instrument. Of the questionnaires that were sent, 295 were returned. This is a 52% return, an unusually high percentage. It may be assumed that only a small minority of the remaining 48% have continued to play an instrument. Of those who replied, 206 or 77% have continued to play. Of those who still play 65% played in their homes and in many cases outside; 20% of them played while they attended a higher institution of learning; and 43% of them actually earned some money playing professionally. Some played in amateur groups such as community, church, Sunday school, lodge, and club organizations. Sixteen per cent of the group have actually taught some music. Almost all of those who answered the questionnaire reported that their music study at Girard had given them a keener appreciation and enjoyment of music than other persons appeared to possess who had received no training of this type. Forty-six per cent reported that their music has been useful in making social or business contacts; 68% reported that it has been socially profitable, and 78% that it has been indis-

pensable as a personal diversion. Thirty-four per cent stated that they had profited financially by their music study.

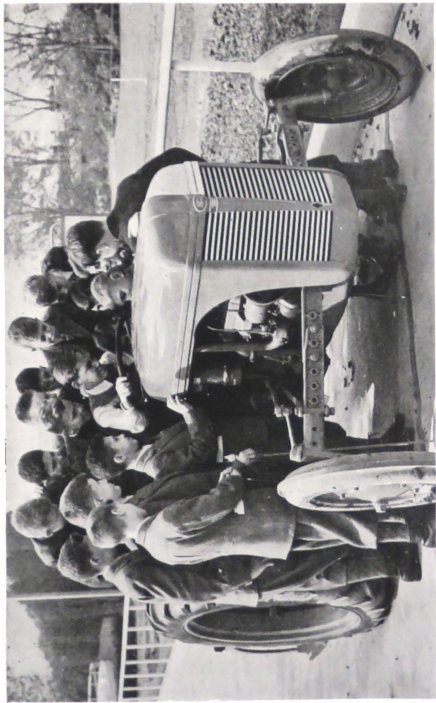
Altogether, these results are very interesting, especially in view of the large response to the questionnaire. They would appear to justify our teaching of instrumental music to the boys who might profit by it.

To improve the presentation of the annual Christmas Concert a suggestion of the Director of Instrumental Music was adopted. The erection of a temporary wooden platform in tiers over the permanent marble platform of the Chapel aided the conducting and performance of the band and orchestra numbers. This temporary platform was, of course, so constructed that it could be dismantled and stored for use at future concerts. A thorough study of the Christmas Concert had been made by a group of the staff, and the improvement in the concert held in December of this year amply repaid those who made the study. The program was thoroughly enjoyable, being within the musical abilities of the students, and not above the musical taste of the audience. The middle third of the program was broadcast by a local radio station.

THE WORLD'S FAIR TRIP

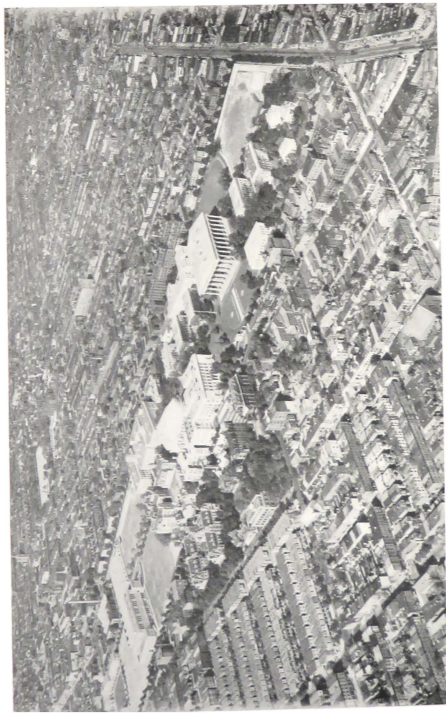
Somewhat different from the numerous excursions to points in and near Philadelphia and from the annual trip of the Seniors to Washington was the day's visit to the New York Fair, on which 1154 boys were taken. Not very often will Girard College have the opportunity to make such a journey, for huge fairs are held only at great intervals in or near Philadelphia. It was surprising how reasonably the transportation, admission fees, luncheon, dinner, and incidental expenses of so large a number could be obtained.

Leaving after an early breakfast that was fortified on the train by the famous Girard ginger, the boys reached the Fair in the middle of the morning and from a list of buildings recommended by the staff selected according to their interests what they wished to visit. Later they assembled for luncheon, again in the middle of the afternoon for one of the large



Picture by Ford Motor Company

YOUNGER BOYS AT THE WORLD'S FAIR



Picture by Aero Service Corporation

GIRARD COLLEGE IS IN THE HEART OF A CITY

attractions, such as "Railroads on Parade," still later for dinner, and finally for the train home after an evening of lights and fountains that only a world's fair can provide. The 1154 did not, of course, make the journey together. In June the trip was taken by 81 boys, most of whom completed their work at the College that month. On September 22nd the number was 425. It was possible to engage a special train for this group. The same arrangements were made for September 29th, when 447 boys visited the Fair. On October 6th the trip was taken by 201 boys, most of them sixth-grade students. The Superintendent of the Mechanical School, the Business Manager, and the Assistant to the President handled most of the arrangements for the trip in a very capable manner, and their efforts, along with those of members of the Household Department and the teaching staff, resulted in a maximum of benefit and enjoyment for the boys.

In our preliminary discussions concerning the trip, the Board and the Executive Staff were really conservative in their estimate of the benefits, educational and otherwise, that would accrue from these visits. Even as a matter of experience alone the Fair trip was stimulating. On one of the September trips, for example, an officer of the College questioned at random 78 boys of thirteen and fourteen years of age and discovered that 52 of them had never been on a train before. So successful from many points of view was the series of trips, it is planned to take the boys of the fourth, fifth, and sixth B grades in the spring of 1940.

UTILIZATION OF COMMUNITY RESOURCES

The airplane view of Girard College on the opposite page shows the campus against part of the surrounding city, a metropolitan center offering countless advantages to the educational institutions within or near its borders. As the writer pointed out in his report of last year, he feels that "it is an advantage for the older boys of Girard to be near the center of a large city and to know urban life."

An investigation made three years ago shows that more

than ninety per cent of our boys come from towns and cities, and more than ninety per cent return to towns and cities when they leave Girard. They are, in other words, urban boys who will live their lives in urban surroundings. From a cultural or a vocational point of view it seems desirable that they think of themselves as city boys and that they live in a city while they attend school, for life and education ought not to be dissociated unless one is willing to risk the dangers of scholasticism. As the President of Princeton University states in his report for 1938-39: "The work-a-day world will not be denied—in the last analysis it always wins over lofty attempts to ignore it."

The ancient Greek idea that a boy was taught both by his school and by the city itself still holds good. We feel that one of our tasks is to have the Girard boy learn something of his city and its life, for we must avoid anything like the bitter indictment of an ancient British university made in an early sonnet of Tennyson

"because your manner sorts
Not with this age wherefrom ye stand apart."

Here then is a city of industries and business, the home of large corporations and small agencies, the possessor of rich historical treasures, the proud custodian of museums and of educational and art centers. Truly such an environment educates a man whether he is thirteen or thirty, fifteen or fifty. More and more the city of Stephen Girard is serving to educate his wards. Without putting it in the form of a syllabus as one would do for biology or second year English, we nevertheless regard Philadelphia as a part of the curriculum of Girard College. Small wonder that the Girard College Boy Scouts, for example, won first place in competition with twenty-seven other troops in the contest of Know Your City! It may fairly be questioned whether any boys corresponding in age to those of the College have a better working knowledge of their community.

The school trip becomes an indispensable teaching device when it is used to acquaint pupils with life about them.

Whether it be in science, in civics, or in some other field, the trip gives concreteness to classroom instruction. Sometimes the teacher may use it as an essential means of assembling information that cannot be satisfactorily treated in a classroom. The third-grade class that visits a railroad station and the fifth-grade class that makes a tour of a dairy, return with impressions about transportation or the milk that they drink which the teacher could not otherwise impart. Similar value in connection with vocational guidance is attached to the tour, by a commercial class, of a large bank in the company of one of its officers who is interested in Girard College, or to the complete inspection of an automobile assembly plant by a shop class.

Excursions play a prominent part in the work of the elementary schools. More boys profited by a larger number this year than last year, despite the fact that there was none during the quarantine period. The excursions included, among others, an historic Philadelphia trip, a nature study trip, visits to an airport, several museums, art exhibits, an ice cream plant, a meat packing plant, a theatre backstage, a court building, and the Mint. A larger transportation appropriation for 1940 will make an extension of this program possible, for at the present time no one class can be taken upon many excursions.

Our High School boys take the usual class trips to Valley Forge and to Washington, but full advantage is not taken of all that Philadelphia has to offer in the way of educational opportunities for small groups of older boys. The Commercial Department provides for six or eight such trips to business and industrial concerns in and about Philadelphia. The Science Department attempted to plan two trips per term for each class, but found the scheme not workable because of interference with other classes. The Heads of the Science and the Social Studies Departments are giving thought to a better program for using the facilities provided in Philadelphia. Individual boys go to the Franklin Institute and a few of them are doing constructive work there. The art classes

go to the various art museums, and every year or two to the Bryn Athyn Cathedral. We make it possible for the English Department to take the older classes to a good dramatic production or a good moving picture show on occasion.

Naturally our interscholastic athletic program provides any number of opportunities for our boys to rub shoulders literally and figuratively with private and public school boys of the metropolitan area. It is also very gratifying to note the extent to which our older boys are taking part in non-athletic activities involving students from other high schools. For example, groups of our boys go regularly to the conferences held at Temple University, and have taken an active part in the Open House conferences at Drexel Institute of Technology. They have not only attended as listeners, but have been assigned parts as leaders and receptionists. A half dozen or more of the older boys have been taking part in the Foreign Policy Association Round Table conferences held about twice a year. Another group participated in a radio spelling contest. Once a year a debate is held with the boys of the Central High School. A group of Post High School boys from the Commercial Department took the National Clerical Ability Test last year.

Visits conducted by the schools to places of historical interest were supplemented by similar trips in out-of-school time under the direction of members of the Household Department. Upwards of one thousand boys leave the College on Saturdays to visit for the day the homes of relatives or friends. Those not so privileged have gone on numerous trips to points of interest in the neighborhood or even farther afield. During the summer, as well as at other times, it has been possible for large numbers of boys to take their lunches and set forth in the morning for an all-day trip to some distant point of interest. Younger boys have contented themselves with trips to the Zoological Gardens, the downtown department stores to see the Christmas decorations, the Art Museum, or the Aquarium. The Boy Scouts in large numbers have spent their Saturdays walking the paths and rang-

ing over the hills of Fairmount Park and the Wissahickon.

For years the Mechanical School has sent groups of boys to study employment and manufacturing conditions in plants in operation. More recently industrial moving pictures have been shown to all trade boys. The most important use of community resources in connection with the Mechanical School is the use of our own community within the College walls. If elementary school teachers teach about the printing trade or the manufacture of steel, they bring groups of boys to our own print shop or foundry. Productive work performed for the College in the Mechanical School is discussed in the section of this report entitled "The Mechanical School."

For the benefit of the College and its boys the resources of the community are drawn upon by other departments. The Health Service frequently uses the facilities of Jefferson Hospital and the services of Philadelphia specialists. In connection with our efforts to aid applicants and their families, cases are frequently referred to social agencies and clinics by the Department of Admission and Discharge or, in a few cases, to the Psychological Clinic of the University of Pennsylvania by the Department of Student Personnel. For years those in charge of purchasing and of the physical operation of the College have called upon government and other expert agencies for assistance, and this practice is being profitably widened. The teachers of the Commercial Department made it a point to visit the Commercial Schools in Philadelphia and the Commercial Departments in suburban schools during the past year. In addition to that, individual members visited many business and industrial concerns so that their viewpoint and approach to their work might not be too academic. The participation of the Librarian in the work of the Union Library Catalogue and of the Bibliographical Planning Committee provides a desirable coöperation with the libraries of our metropolitan area that is to the advantage of all.

HOUSEHOLD

During the academic year 1939-40 Mr. George H. Dunkle, Senior Housemaster in Good Friends, has a sabbatical leave and is using the time for professional study in Pennsylvania State College. The Department of Household had only two changes in staff this year, the smallest annual turnover in twenty years, and they would not have occurred if ill health had not overtaken two loyal workers. Last year there were only three such changes, contrasting with twenty in 1929 and sixteen as recently as 1936, to mention two years when the numbers were especially large.

At the present time every housemaster is a college graduate, and there is a fair proportion of college graduates and professionally trained women among the governesses. The frequent changes in the staff in years past, while disadvantageous in some respects, have made it possible to identify with the work young men and young women. As a result we have been able to keep down the average age of the household staff, to increase the number with professional training, and to insure the enthusiasm and optimism so necessary in work with young people, without losing too many of the older staff members whose mature judgment is of great value.

There were no structural changes in buildings in the past year which vitally affected the work of the Household. The plan of enlargement of the College buildings begun in 1926 came to a halt in 1933 with the completion of the Library. If it had been continued as planned, Banker Hall would have been remodeled or rebuilt. In comfort, convenience, and attractiveness it is much below the standard of the other houses. If it is to be continued as a house for one hundred and forty-four boys, rather extensive alterations in the arrangement of rooms on the second and third floors should probably be considered. On the second floor, for example, the housemasters' rooms are now located at the south end, the farthest distance from the exits. As a result adequate supervision, especially at night, is almost impossible. Unfortunately, the crowded conditions in Good Friends Building

continue in the same form as in the last five decades. Study has been given to this problem looking towards its solution without change in the physical plant. Fewer boys might be assigned to the building, but this is a solution that we are not in a position to adopt.

In Allen Hall, which serves as a home for 66 boys in the Senior-two or graduating class, the built-in metal lockers in the first floor living rooms were removed and attractive book-cases built into the space. Woodworking tools were supplied to enable the boys to do repair and hobby work in a room in the basement. Experience has shown that the boys need a more generous provision of dictionaries and reference books, and steps are being taken to supply them. The scope of their social life was broadened under the leadership of the Senior Housemaster and his wife, Mr. and Mrs. Zarella, through teas for the different staffs at the College; parties, to which the boys invited their young friends; and forums and discussions, which gave the boys a special kind of training for life outside the College. The Senior Housemaster was present at meetings of the heads of departments of the school and was able to give his boys invaluable educational counsel.

In the other four houses, which are occupied by boys fourteen to seventeen years of age, the activities of former years have occupied the boys' time out of school, with slight variations now and then suggested by changing interests or by special needs, skills, and abilities. The normal stay of a boy in an upper house is three and a half years, and he usually arrives there in the latter half of his thirteenth or the first half of his fourteenth year. Boys of that age pursue athletics, games, clubs, hobbies, and construction work. These interests continue generation after generation. In athletics, both inter-scholastic and interhouse, there has been the same absorbing interest that characterizes the typical schoolboy, and especially the boys of Girard College. They accept without discussion the old statement proposed for debate in one of the English schools: "Too much athletics is a good thing." Paradoxically, despite this natural interest in physical activity, Girard boys

are said to be better read than other boys of corresponding ages.

It will be interesting to study what effect on health, if any, will result from the improved control of heating and ventilation introduced in the four upper houses this autumn. More attention has also been given to the matter of protective apparel. To see to it that the smaller boys put on extra clothing to protect them from the weather is a comparatively easy matter. To induce or compel older boys to put on proper clothing for their protection is more difficult. They have appointments that separate them quite widely and do not return to their houses until a few minutes before school. Then, too, it is the fad, as observed in schools and colleges elsewhere to discard top coats, caps, and overshoes. Yet boys have come to the point where they will protect themselves reasonably well against cold or wet weather. In one house older boys have been appointed weather monitors, who get the newspaper and radio weather forecasts and determine what protective apparel is to be the order of the day.

The boys of each house have a very real interest in their school progress, and there is keen competition for the scholarship trophy that goes to the house with the highest scholastic average each term. Needless to say, this interest is fostered by the housemasters, and constructive help and suggestions often come from them. For example, in connection with sophomore difficulties, increased this year perhaps by the scarlet fever epidemic and quarantine, one senior housemaster says: "We recommend that a study be made of the course of study in the 2-1 and 2-2 terms. Our observations lead us to believe that many failures in this year are preventable. A complete examination of this year's work, followed by remedial measures would, in our opinion, reduce the number of boys sent to the Intermediate High School classes and also eliminate many of the conditions carried over to the next term."

The indoor and outdoor activities in Lafayette Hall and Good Friends Building have been better organized to meet the

needs of the boys. Work in the shop occupied forty boys three periods a week after school. The place is a beehive of industry and illustrates how seriously boys will apply themselves to hard work which they have chosen for themselves. The responsibility for the Boy Scouts was divided so that the burden of giving the innumerable tests to enable boys to advance from one grade to another in Scouting was shared by three men. The dark room on the fourth floor of Lafayette proved to be too small for the number of boys interested in developing pictures and too far removed from the other rooms in use during the boys' free time. A new one was constructed in the basement of the building in a corner of the shop. It was put into use in the fall as soon as completed. A dramatic club was formed, which presented a short play and pantomime accompanied by music, as a Saturday evening's entertainment. These programs were alternated with similar ones prepared and presented by the boys of Good Friends. The section room activities followed the pattern of previous years. Reading, writing, charcoal drawing, bead work, soap and wood carving, scrap books, collections of pictures of athletes, aeroplanes, dogs, horses, war news, motion picture stars, snapshots and collections of tree woods, minerals, nature work, stamps and postal marks are only a few of the boys' interests indoors.

No one can predict what may later result from a lad's interest or ambition and his desire to explore and experiment. As one officer of the College pointed out, it was a Midwestern boy who found a set of law books while rummaging through a barrel of trash and thereupon set out on a course of conduct which later caused people to address him as President Lincoln. A young lad working upon a gadget which was to help him in his work as telegraph operator laid the foundation upon which he built a reputation as an inventor. The lad was Thomas A. Edison. A boy came into possession of Darwin's "Origin of the Species," and as a result became one of the greatest contributors to the economics of plant and tree culture. His name was Luther Burbank.

By subdividing boys into smaller groups and staggering the activities, the officers in charge avoided crowding on the playgrounds or in the living rooms. There were times when almost all the 560 boys from the two buildings gathered on the playgrounds for athletic games. The boys in Lafayette had a very busy year, for it is estimated that they took part in no less than 300 games during the twelve months. While the Good Friends program could not be quite so varied as that of the older boys owing to the limits of age, 250 games were played by half the boys against the other half in baseball, touch football, soccer, basket ball, volley ball, and informal tennis. The limitations imposed by the play area had to be taken into account, and those in charge met the difficulty by conducting games on the playground and in the Armory simultaneously.

A few changes were made in the routine arrangements for the boys of the Junior School and the House Group. Modifications are made now and then in regulations applying to all the boys of the College in order to provide for differences in individuals and in groups. It is, however, difficult to effect an important change in a school like ours that will not meet with some objection or work hardship on one department or another. Yet a change was made in the rising hour of the boys in the House Group last year from 6.30 to 7.00 A. M. It greatly lessened the pressure of routine on these younger boys.

This fall a governess was appointed to take over the work of the relieving housemaster of the House Group, who had been transferred to a position in another building. Miss Marjorie Church, who was appointed to this position, has had a thorough training in physical education and is able to initiate and supervise simple group games, which help the newly admitted boys to make a quicker and easier adjustment to their new environment. She had formerly served as a governess for six years.

For the first time this fall the College provided living quarters for the Senior Housemaster of the Junior School

and the House Group and his family in an apartment in the north half of the tower of the House Group, hitherto only partly used. This has proved an excellent arrangement for him and his family as well as for the College. Mr. Nicholson's work can be carried on more efficiently with a home on the campus. He has supervision over more than five hundred boys, divided among one large building, the Junior School, and the six small buildings of the House Group. Greater facility in the transaction of College business affecting the lives of these five hundred boys has been brought about by this change. The Junior School Building contains school classrooms, living rooms, dining rooms, and an auditorium. This is a desirable arrangement, but it does give rise to frequent discussions of the relationship of the Household Staff to members of other departments, especially in the integration of the school and the household programs.

Nowhere in the College, of course, does the careful selection of staff seem to be of larger importance than in the Household Department. Its members are surely educators since they must be responsible for the hundred and one varieties of educational training that are not provided in the classroom. Their philosophy of education might well be the one expressed before the National Educational Association by Dr. Edwin G. Conklin, formerly of Princeton University and now Executive Officer and Senior Vice-President of the American Philosophical Society: "By proper stimuli, example, inspiration we can help pupils develop good habits of body-health instead of invalidism, skill instead of bungling, industry instead of sloth. We can help them to acquire good mental habits—accuracy instead of inaccuracy, zeal instead of indifference, success instead of failure. We can stimulate them to develop good social and moral habits—sincerity instead of pretense, sympathy instead of hate, tolerance instead of bigotry, peace instead of war."

RECREATION AND PHYSICAL EDUCATION

There has probably never been a time in our history when all educational procedures were subjected to greater scrutiny and criticism as to outcomes than at present. We are disturbed because our penal institutions are rapidly becoming juvenile even while we become more of an adult nation with a lower birthrate. The average age of the largest group of offenders against the laws of our country and society is not twenty-four years as was the case a few years ago, but twenty years, while the average age of the second largest group of malefactors in our jails and prisons is between eighteen and nineteen. This lamentable situation is due to many and varied causes, such as unemployment, but the home and the school are being asked what they are doing to prevent a greater spread of this condition and what they propose to do to promote a better type of citizenship.

The aid which recreation and health education should contribute to the solution of this problem is not insignificant, for in its various phases much guidance may be given not only in physical betterment, but also in character building and practical philosophy. In recreation, discipline is largely self-imposed, and a most powerful and rigid discipline it is. Each game, race, or competition furnishes guidance possibilities in the form of mistakes in judgment, infractions of rules, and questions of sportsmanship; nor does the teacher have to wait long to find out whether or not his teaching has been effective, for if a mistake is soon repeated the teacher or coach is immediately reminded of the error by the offended team or individual.

Our athletic schedule, whether intramural or interscholastic, is an integral part of the physical education program. Physical education aims are parallel to those of general education; and, as athletics make such a strong appeal to growing boys, it is possible to keep the general educational objectives well in the foreground. The rules and regulations covering conduct on the playing field are the same for both varsity and house teams, and the requirements of fair play, sportsman-



MAJOR SPORTS AT GIRARD COLLEGE:
Soccer, Swimming, Gymnastics, Baseball, Basketball, Track

ship, adaptability, and the will to pursue an objective to its logical conclusion may be given as great emphasis on the court or in the swimming pool as is possible in the classroom or on the dance floor. "Playing the game" according to rules and differentiating what is "cricket" from what is not are important. Younger children at least tend to conform to standards of honesty and fairness set by their play companions rather than to those espoused by home, school, and church; to seek the approval of other youngsters, not of adults; and to do those things which bring them recognition and approval from their playmates.

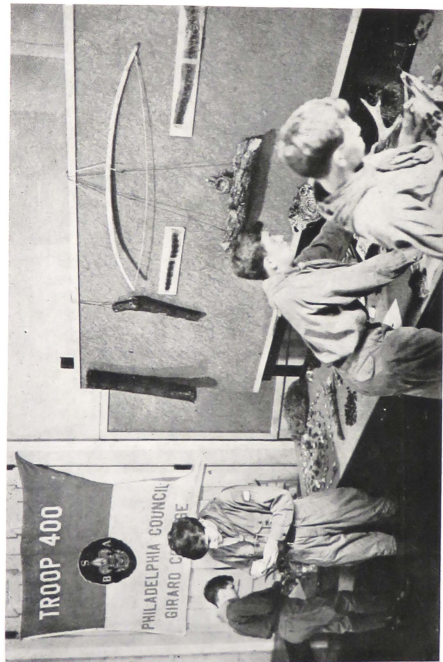
Our High School interscholastic competition this year shows an improvement in the ratio of victories and defeats over the previous year. There were 53 interscholastic contests this year of which the College won 33, tied one, and lost 19. A summary of the results in interscholastic sports appears as Appendix G. Girard College competed in one or more sports with teams from the following schools: Central High School, Church Farm School, Episcopal Academy, Frankford High School, Friends' Central School, George School, Germantown Academy, Germantown High School, Haverford School, Haverford Township Senior High School, Hill School, Lansdowne High School, Merchantville High School, National Farm School, Norristown High School, Northeast Catholic High School, Olney High School, Overbrook High School, Pennsylvania School for the Deaf, Perkiomen School, Reading Senior High School, Simon Gratz High School, Springfield High School, St. Joseph's College High School, Trenton Central High School, Upper Darby High School, West Catholic High School, West Philadelphia High School, Westtown School, William Penn Charter School, Williamson Trade School.

From their point of view, the Post High School boys had a reasonably successful athletic season, winning eleven of eighteen games. It might be well to point out that every boy in the Post High School group who was physically able automatically became a member of the athletic squad of the sport

in season. A limited schedule of interscholastic competition is also being offered to teams in the Junior High School. This schedule, like that for the Post High School, is confined to baseball, basket ball, and soccer.

In these three sports there are also first and second teams representing each of the four houses in the intramural athletic program. These houses also have first teams in gymnastics, volley ball, rabbitball, hockey, track, swimming, touch football, and tennis. A similar program is carried on by the housemasters for the boys of Lafayette and Good Friends. It includes every boy who is physically able to enter athletic competition. The officiating at interhouse athletic contests was done almost entirely by members of the Post High School group. This plan worked so well it will be continued indefinitely. Our boys accept the decisions of the referees and umpires with good grace and sportsmanship. This is striking when one stops to consider that the competition among the houses is fully as keen as that between our varsity teams and those of other schools.

The Boy Scouts have profitably continued their half-day, day, and overnight hikes. It is hoped that in the future it will be possible for every Boy Scout in Girard College to have at least one opportunity to visit Camp Hart and stay overnight. The plan of restricting the enrollment of Boy Scouts largely to "reserved" boys tends to substitute the hikes and meetings for the visits to friends and relatives which other boys may make on Saturdays and holidays. It also tends to limit the number of Scouts to about 300 inasmuch as there is not likely to be more than that number of "reserved" boys above the age of twelve years whose interests lie in the field of Scouting. It is also noticeable that the number of Boy Scouts in the High School is slightly less than that of last year, while the number of Scouts in the Junior High and Elementary School grades has proportionately increased. This shift is to be expected, and it is desirable, inasmuch as the romance of Scouting is more appealing to boys before they become fifteen than at any other time in their lives. Furthermore, the boy in



A CORNER OF A BOY SCOUT ROOM

High School, with greater opportunities for contact with outside interests and with greater resourcefulness in entertaining himself during his leisure time on the campus, does not have the same need for Scouting as the younger boy.

The Scouting age outside the College is ordinarily from twelve to fifteen years, and the fact that we have so many boys beyond that age who retain an interest in attaining Scout advancement by means of hobby work and the securing of merit badges indicates a healthy condition. Appendix H provides a tabulation of enrollment and accomplishment of the Troop during the past six years. The slight reduction in numbers and the much greater reduction in merit badge acquisition are due to the fact that during one of the best Scouting periods of the year it was necessary to terminate Scout activities on account of the quarantine, with a consequent loss of interest and momentum. The operation of the Scout Room in Founder's Hall has provided an opportunity for boys to do special types of merit badge work not readily accomplished in their houses. This work does not in any way compete with or duplicate the dormitory activities' program, but acts as a supplementary agency. Frequently projects are originated in the Scout Room which are later transferred to and completed in the houses.

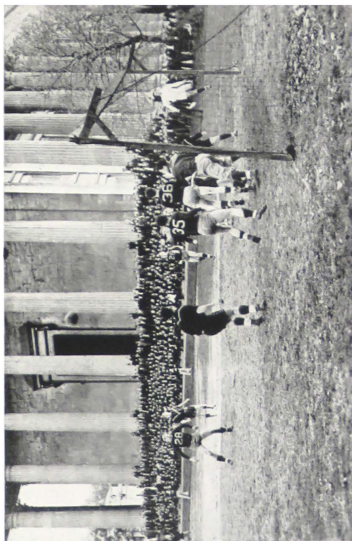
Corrective gymnastics which are preventive as well as corrective, continue with individuals who have such structural deformities as poor body mechanics, weak musculature, or injuries to bones or muscles. But the College does more than correct such deficiencies; under the supervision of the Teacher of Corrective Gymnastics it conducts classes in posture training for all boys below the seventh grade. Group instruction in correct standing, sitting, and walking is doing much to correct faulty physical habits; and it is interesting to note that younger boys tend to copy the standing and walking positions of any boys who have been singled out as excellent examples.

In addition, there is being carried on this year a new type of corrective work, which consists in following up the re-

stricted activity group. At present this group numbers approximately sixty. Rest periods are provided for these boys, as well as walking or exercise periods, which are within the realm of safe accomplishment for each individual boy. Moreover, those boys in the High School who are in this restricted activity group are frequently sent to the Scout Room in Founder's Hall during their playground periods, where they may do reading, studying, or hobby work as they may wish. This plan is working well. It is doing a great deal to make the life of the restricted activity boy less boring; it also gives him some rather definite recreational objectives which tend to make him feel that the burden of his handicap has been substantially reduced. There were added to the Corrective Exercise Room this year a half-circle board for abdominal and back strengthening exercises and a foot treading board used in the correction of weak or fallen arches. Again this year the Teacher of Corrective Gymnastics assisted Dr. Bauer in the annual physical examinations. He not only assisted the Infirmary staff, but also supplied valuable information which was filed as a part of the boys' cumulative records.

The lecture and entertainment program continued to function effectively. When it had to be suspended during the quarantine, the sixteen millimetre motion picture projector did yeoman service and was in almost constant use. Also at this time several additional narrow-film projectors were hired and the frequent showing of motion pictures to small groups, which resulted from this arrangement, did much in relieving the tedium and monotony incident to the quarantine. The lecture and entertainment program for the year is given in Appendix I.

Activities Night was again held in place of the old Declamation Contest. This year, as last year, visitors, staff members, and the boys themselves were surprised by the range of activities represented, and by the extent, beauty, quality, and variety of the articles exhibited. Much can happen on forty-odd acres in the world's largest boarding school, and some-



ACTION IN A SOCCER GAME

thing of what goes on was shown in this exhibition. Perhaps it also revealed to some extent our efforts to achieve the education of individuals rather than mass education, and to provide individual guidance rather than mass supervision.

Of continuing interest is the self-help plan launched several years ago. In varying degrees dependent on age the boys take care of their dormitories and environs, rake leaves, shovel snow, cut grass, clean swimming pools, wax floors, sweep the gymnasium and locker rooms, roadways and walks, and perform much of the work necessary to maintain playgrounds and tennis courts. Work well done and finished on time always furnishes a teaching opportunity. It makes a boy aware of his obligation to assist directly in the economy of the College and to contribute to the welfare of the entire group. These are educational values which are measurable and important.

THE SUMMER CAMP AND PLANS FOR NEXT YEAR

The names of the complete Camp staff for the past summer are presented in Appendix J. From June 24th to July 18th the first group of 261 younger boys were at camp; from July 18th to August 10th the second group of 242 boys, largely from Good Friends Building and Lafayette Hall, attended; and the third group of 224 boys, the majority of whom were older lads, had their vacations from August 10th to September 5th. The numbers accommodated in the eleven summers that the Camp has been operated are given in Appendix K.

Each group of twenty-eight boys is scheduled to take one long hike and one short hike weekly, and one overnight hike during the encampment. Each group serves one day each week as a mess detail. The boys do all the work of washing the dishes, waiting on table, sweeping and scrubbing the Mess Hall, and setting the tables for the next meal. All groups are given instruction in archery, boating, canoeing, swimming, first aid, woodworking, and athletics. One group is assigned to one of these activities one morning each week.

In addition to these required activities, optional instruc-

tion is given in handwork, photography, swimming including Red Cross Instruction and tests for certificates, nature lore, woodcraft, and first aid leading to Red Cross certificates. In the afternoons, after rest hour, boys may choose any of these activities which appeal to them. The water carnival for the second Camp period of the past summer was in the form of a swimming meet with Camp Miller. All boys took part, competing by groups and as individuals. The boys had access to badminton, basketball, volleyball and tennis courts this year. The second and third groups had softball competition with three nearby camps. The Camp band and orchestra again functioned efficiently. A Camp paper was published for the second and third periods.

The Camp buildings and equipment are now in good order. The caretaker's house and adjacent buildings have been improved in the last two years, batteries in the power plant have been replaced, and the septic tank has been made more effective. The Camp is in satisfactory condition to receive additions.

We were again concerned about our summer program for the older boys, who have no school work to do, and who spend two-thirds of the vacation at the College and one-third at the Camp. We feel that our boys below the high school age are adequately taken care of, and that there has been some improvement in the handling of even the high school group during the summer. It would appear, however, that our program for this contingent will never be satisfactory until we can provide manual work for a part of each day either at the College or at the Camp. At the College itself there is not enough such work to go round.

After eleven years of experience at Camp, many officers of the College are convinced that camping is the best form of summer vacation for boys. It is felt, too, that the Camp is the best place to keep the unoccupied older boys profitably busy. It is proposed to keep them at the Camp for the entire summer of 1940, and have them construct under skilled supervision 24 more cabins, each accommodating eight persons.

The project represents a departure from the previous method of Camp construction, inasmuch as it provides for a rougher, less expensive, and more camplike type of cabin with built-in bunks. Concrete piers will be placed under the cabins, additional toilet facilities with another septic tank will be installed, and an additional well will be drilled.

All the boys who formerly went to Camp will have their usual opportunity, although the periods to which they are assigned may be changed. Some of the older boys who will construct the new cabins will live in the tents until their work is completed by the end of the first or second camping period. The normal capacity of the Camp will then be 217 in the first group of cabins, 60 in tents, and 175 in the new cabins, a total of 452 not including the councilors. It is not planned, however, to continue the 60 places in the tents. Tents are hot in clear weather, and damp in wet weather. The small boys in particular cannot manipulate the ropes or take proper care of their tents.

Up to this time boys have performed simple tasks at the Camp; but our plans for 1940 will initiate a much more elaborate work program of a sort that ought to be very beneficial to the boys.

THE DEPARTMENT OF STUDENT PERSONNEL

The Department of Student Personnel has added to its test material and equipment during the year. A Psychological Examination (High School) of the American Council on Education has been introduced as regular test material for all members of the 2-1 Class. The Minnesota Spatial Relations Tests (Boards C and D) are now used along with other tests in individual vocational guidance examinations. The Minnesota Assembly Tests B and C (Mechanical Ability) have been added and are used for the same purpose. An unused spirometer, an instrument which measures vital capacity, has been pressed into service in connection with corrective speech work.

An audiometer was purchased for the use of the Department. Hitherto the College had no apparatus which was

scientific or accurate for determining the hearing efficiency of our boys. From an educational point of view such investigation is highly important. Boys who are reported as inattentive frequently have partial hearing losses. Studies elsewhere indicate that as a general average nearly 5% of the children of school age have hearing defects in tones of the speech range. There is naturally a correlation between defective hearing and poor school work. In the past boys whose hearing losses could not be measured accurately were taken elsewhere for audiometric readings, but the procedure was unsystematic and time consuming, and did not cover enough of the student body. In many cases, of course, boys should have been placed in the front of their schoolrooms. The Director of the Department is interested in the whole matter from a number of angles, including the fact that a large number of children with defective hearing have speech defects. He also utilizes the results of the audiometric testings in our present program of vocational guidance. In selecting our commercial students, for example, we are thus able to prepare boys with some hearing loss, so that they will compensate for it and not appear inefficient through no fault of their own.

Admission examinations and other tests have undergone changes looking to improvement. Owing to the increasing number of applicants who are six years of age, it has become necessary to introduce a new type of school examination. It cannot be assumed that every six-year-old child will be able to do first-grade work. There are standardized tests for reading readiness which measure first-grade competency, but the time needed for their administration is too great to fit the present schedule.

Work with some of the active personnel cases was aided by 44 psychological examinations given to obtain a better understanding of the individuals under consideration. A number of this group had been examined under our regularly scheduled vocational guidance testing program, and it was therefore not necessary to give them complete psychological examinations.

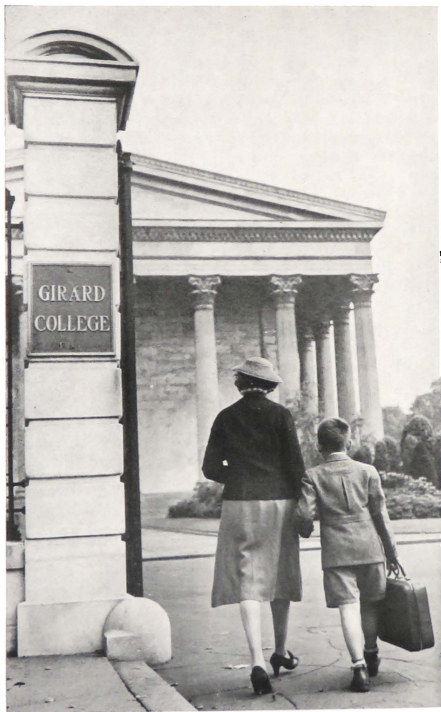
The writer is happy to report progress in our policy of emphasizing the needs of the individual boy. Attention may well be directed to the most interesting procedure of this sort carried on during the present year. In September, 1938, we initiated the program of testing individually each boy in the Elementary Industrial Class. In June, 1939, Mr. Evans, Dr. Dunlap, Mr. Clyde I. Martin, and Dr. Twitmyer met in a conference and considered individually the status of all Elementary Industrial boys and a large number of the Intermediate High School boys. At this meeting the matter of their promotions was discussed, and for the first time we added to the facts usually considered in promotion the psychological data gained in our individual examinations of these boys. Out of this meeting came the selection of seven boys who it was felt should be given a further opportunity in the regular school curriculum. On the basis of their psychological examinations and their records in the Elementary Industrial Class they were picked as candidates for the new Seventh Grade Summer School Tutoring Class. We believe that this effort is a good example of our individualized method of handling boys who have had difficulty in their school adjustments, and such rehabilitation will be continued as a regular practice in the future. As a result of the summer tutoring six of the seven boys were promoted this fall to the first term of the high school. Previously nothing could have been done for these boys, but the experiment appears to have justified itself. Careful watch is being kept upon them, and five of the six are now passing all their work. It remains to be seen whether they will continue this satisfactory progress.

The Department is now noting at the time of the admission examination all those with speech defects and is scheduling them for regular corrective work immediately after admission. While this procedure was attempted previously, it was not possible until the plan now in operation was put into effect. However, we are still much concerned over the matter of a time and a place for our speech cases to practice aside from their regular remedial lessons. The situation is slightly

improved over that which existed last year, but still it is not what it should be. Hence the time required for recovery is lengthened considerably, and the amount of work required in the remedial teaching must be increased. We shall continue to seek a solution. The Department was able to get in considerable work during the summer with a few of the speech cases who did not go home. In these instances, a boy was given two or three remedial lessons a week, the number depending of course on the seriousness of his difficulty. All of the speech lessons during the year, none of which was less than thirty minutes, have been given individually and add up to 329. In terms of individual boys, these range from a total of 78 lessons received by one boy, down to a minimum of 10 each received by two boys who have been recently added to the list. Mention might here be made of outside lip-reading instruction given to a senior who was partially deaf. This boy will eventually lose all hearing so that his lip-reading instruction covers more than his present need.

The total number of cases seen by the psychiatrist this year is twenty-seven. Of these, fifteen were continued treatment cases, counting those who have had treatment sessions for five or more times. These treatment cases are gradually increasing, as they should. Even after a boy has been interviewed rather frequently for several months, he can profitably continue his visits at longer intervals over another year or two. By such remedial contacts, we can maintain whatever gains have been made through treatment given more frequently. The variety of psychiatric consultation cases has increased. Boys have been seen in regard to their qualifications for admission, the advisability of their dismissal from the College, and, in many instances, their difficulties arising from home problems. In this matter we are fortunate in having the services of a neuropsychiatrist of much distinction in his profession.

In 1938, 1115 contacts were reported as having been made during the year by the Department of Student Personnel. In 1939, that number was increased to 1813, not including, of



Picture by International News Photos

A "NEWBIE" FACES A CAREER

course, countless interviews with staff members concerning boys. It is interesting to note that all but 175 of these represent individual contacts. This record emphasizes more than anything else the fact that the Department is making every attempt to make *individual approach* the core of its activities. Appendix L provides some idea of the variety and the extent of these activities. It contains, of course, no record of the many conferences with staff members concerning individual boys.

ADMISSION AND DISCHARGE

That the Department of Admission and Discharge has been busy this year is evidenced by the fact that it handled approximately 10% more correspondence than last year. As reported previously, the group of boys admitted in February, 1938, was selected from among 236 applicants; in February, 1939, from among 276 applicants. Three hundred and thirty-eight new Pennsylvania-born applicants were registered this year. This figure is seven less than that of last year but higher than that of any of the three previous years. Percentages of those admitted indicate that we were slightly more selective this year than last, accepting 45% of those examined, as compared with 46.5% last year. Appendices B and C show the distributions by grade and by age respectively of boys admitted in the last five years.

It is interesting to note that the increase in the application list in the past few years has come largely from outside Philadelphia, for in the city itself there has been a decline. In 1933, Philadelphia County contributed 57% of the applications; in 1938, 49%; and in 1939, 48%.

The term "waiting list" has been virtually discontinued because it is no longer truly descriptive. Many times uninformed persons speak of our long waiting list and the length of time necessary for an applicant to remain on the list before he is admitted. As a matter of fact, if we continue the present policy of examining boys as soon as conveniently possible after application is made and of selecting prior to admission

time those best able to benefit from the Girard training, the so-called waiting list will henceforth consist largely of boys who, for various reasons, are held for later re-examination. The Department has been emphasizing the fact that admission is competitive and that the successful candidate must show promise in scholarship and be in sound physical condition. At the same time, it is also pointed out that boys will be given an opportunity to compete for entrance soon after application is made.

The Committee on Review and Dismissals, of which the Superintendent of the Department is chairman, continues to function very satisfactorily. In arranging for the separation from the College of those boys who have lost the privilege of continuing at Girard, the Superintendent has seldom encountered a mother who questioned the effort of the College to give her son every opportunity to adjust himself and to receive the benefit of our training.

Eighty per cent of the boys leaving the College during 1939 successfully completed their course of study. This figure is 1.3% higher than that for last year. During no previous year has the percentage been so high. Thirty-five boys left because of misconduct or persistent failure in scholarship. Although this is five more than last year, the *total* number of boys leaving during 1939 (195) is 21 greater than for 1938 (174), and the percentage that the 35 represent (18.4%) compares very favorably with the 29.6%, 22%, 25.4%, and 16.7% for the years 1935 to 1938 respectively. Appendix M provides a detailed analysis of dismissals with comparative figures for the preceding four years. It is significant that in contrast to a similar table appearing in the Report for 1938 the boys who were discharged at 18 years of age before completing their courses were placed with somewhat better reason among those who had failed in scholarship rather than among those who had completed high school, intermediate high school, or post high school courses.

The important task of placement carried by the Department of Admission and Discharge is discussed in a separate

section of this report. Under the supervision of the President, the Department continues to provide a center for activities in the field of public relations. At no time in the history of Girard College has the school been presented to the public through so many channels or with such conscious attention to method. New this year were the publication of current human-interest photographs in newspapers and magazines, the securing of space in house publications of organizations, and the increased incursion into the field of radio broadcasting. Three Philadelphia newspapers and one syndicate with a national distribution carried extensive pictorial features of Girard College this year. Members of the Department made several radio broadcasts during the year. In one instance, the Department arranged for three seniors and a staff member to participate in a radio panel sponsored by the Junior Chamber of Commerce over a large Philadelphia station. The Department also arranged for the President of the College a speaking tour of almost a week in eastern Pennsylvania, during which six radio talks or radio interviews were given in addition to eleven other talks before civic organizations and alumni groups. Again this year, items of personal interest concerning boys about to be graduated were mailed to local newspapers throughout the state.

JOB PLACEMENT

Throughout the year there has been a steady growth in the number of placements. In 1939 there were 673 jobs filled. This number is more than double that for 1935. The totals of placements for the past five years are:

1935.....	327
1936.....	521
1937.....	505
1938.....	417
1939.....	673

This improvement was not based upon war orders alone inasmuch as there was a higher number of placements for every month of 1939, as compared with 1938, except January. Place-

ment figures for 1935 to 1939 inclusive appear in Appendix N.

A business survey published this month showed that gains of about 20% have been registered in industrial activity in Pennsylvania, with key cities like Johnstown, Pittsburgh, Altoona, Allentown, and Erie showing increases of from 22% to 36%. This improvement is encouraging from the standpoint of employment opportunities for our upstate group. Last year almost 500 employers voluntarily placed requisitions with the Department of Admission and Discharge for qualified young men. Approximately one-half the number made such requests during 1938. Last year 53% of the group placed entered manufacturing fields as against only 34% in 1938. Only 13% entered the mercantile field whereas in the previous year 35% had to accept such jobs as "stock boy" or "delivery boy" because of the lack of openings in fields for which their training had qualified them. Last year there were slight gains in the number of clerical and government placements, the latter resulting largely from increased activity in arsenals and navy yards. The average weekly salary for all placements was \$17.00. It is interesting to reflect that alumni placed in 1939 earned a weekly aggregate of approximately \$12,000, and that on a yearly basis this would amount to a figure in excess of \$600,000.

The foregoing figures refer, to be sure, to all alumni placements. Of particular interest is what happens to young men who have just completed their courses. Of the group that left the College in the latter part of January, 1939, approximately 70% were working by March 15th. Of those residing in Philadelphia 80% were placed while 60% of those outside the city had found employment. At the end of September, 1939, 80% of those who had left three months earlier were employed. The Philadelphia group was approximately 95% placed and of those outside Philadelphia 68% were engaged in employment.

The placement record of the Department of Admission and Discharge is an enviable one, and Girard boys are fortu-

nate to have behind them an organization whose long experience has enabled it to attack the present situation with vigor and skill. Its efficacy is all the more pointed today, when an employment crisis of national and international proportions exists for young people. The American Youth Commission of the American Council on Education observes in a recent report that "the rate of unemployment is higher among youth between 20 and 24 than in any older age group and highest of all for young people between 15 and 20 who are out of school and seeking work. . . ."

Chaotic industrial conditions, changes in population trends, restrictions imposed by government, trade unions, professional organizations and general business have all contributed to limiting the opportunities formerly available to apprentices or beginners, leaving these young people without the most elementary work experience or training.

Among the schools less than 5% are accepting responsibility for placement service according to Mr. Floyd Reeves, a member of the American Youth Commission. In one area, a survey of 3,000 cases studied by the Commission's analysts revealed that approximately 77% of the group between the ages of 16 and 21 who had registered with the Public Employment Services could not be classified occupationally. In other words, they were just applicants! Obviously, they could not qualify for many of the jobs available. Here again Girard College boys enjoy an advantage in having had vocational as well as full academic training, in having had their aptitudes competently analyzed, and in having participated in a program of educational and vocational guidance.

In the midst of this large problem, Girard College can go on doing its share of the work by attempting to equip each boy for his task and to offer him the opportunity to perform it. We must take warning from what is happening outside our sphere of activities and see that it does not happen here.

THE HEALTH SERVICE

During the year the general health of the boys continued to be good. The nutritional status is good because of the scien-

tific efficiency exercised in the purchase of the right foods and the arrangement of balanced meals and balanced days by the Department of Domestic Economy. The physical improvement is enhanced by the concentration upon outdoor activities. The annual re-check by the Director of the Health Service on the physical status of each boy, by means of a complete examination in the nude, showed improvement in the general run of defects and corrections at a high percentage. Another re-check of the condition of our boys' feet was made. The investigation of last year bore fruit, because here again marked improvement was noted.

The annual group of new rheumatic patients did not dwindle during this year, as we still have approximately fifty to fifty-five cases in the institution, new and old, but with fewer exacerbations. The Director's own conception of prophylaxis has been introduced, and we believe that it is paying better dividends than other methods of managing this difficulty. Unfortunately, one boy died in July of pan-carditis following rheumatic infection. He had been sick in the College with this condition for several years. A second death occurred during the Christmas vacation in an up-state hospital where an appendectomy performed by a local physician was followed by peritonitis.

There were two major epidemics during the year, the first of which was an acute influenza involving 355 boys. The infection was moderately severe, although there was no serious aftermath other than a few cases of otitis media and one mastoiditis with lateral sinus thrombosis. All of these patients recovered. The scarlet fever epidemic, which had fewer complications than the influenza epidemic that immediately preceded it, is treated in the following section of this report. Ninety-eight boys who had been exposed to epidemic meningitis in Luzerne County during the summer vacation were isolated, upon their return to the College, until they had completed the incubation period. None of these boys developed the disease, and none of them had become carriers, as was determined by laboratory study.

Marked economies have been brought about in the Dental Clinic under the management of Dr. J. Donald Stone. These have been accompanied by an increase in effective work. The division of Orthodontia is now undertaking the correction of defects earlier than heretofore, so that now there is a greater chance of completing the correction before the boy leaves the College.

The Infirmary costs per hospitalized patient and per dispensary treatment have been reduced during the year. Under ordinary circumstances the actual and operating costs should be further reduced next year in view of planned economies resulting from experience with the newer and later developments of hospital set-ups.

Appendix O presents the statistical reports of the Infirmary and its subsidiary divisions for the year.

THE SCARLET FEVER EPIDEMIC

The first case of scarlet fever was isolated in the Infirmary on January fourth. The ninety-second patient, the last to be stricken in the epidemic, became ill on April eighth and presented the only new case of the month. The height of the epidemic was reached between the fifteenth and the twenty-first of March. Fortunately the attacks were mild. There were but two cases with complications, both of which were mastoids. In no other patients did the temperatures rise above 102 degrees, or the acute toxic symptoms continue beyond the third day. This information indicates that the epidemic was lighter than the average epidemic of measles. All but the last six cases were hospitalized in the Infirmary. These six were transferred to the Philadelphia Hospital for Contagious Diseases when it was felt that the Infirmary might become overloaded and cross-infection develop.

On March sixth all holiday and off-campus privileges for the boys were cancelled. Two days later Chapel services, school assemblies, and all group meetings other than regular school classes were discontinued. On March sixteenth classroom work itself was abandoned and the students were con-

fined to their own dormitory houses except at meal and recreation hours, when they also remained segregated from other groups. The following day marked the beginning of the segregation in the Armory, where living quarters for 333 boys were set up, and in two houses of the House Group, where 68 of the youngest boys were placed. The susceptibility to scarlet fever of these boys had been indicated by the Dick Test administered a few days before. The attempt to immunize these "positives" was begun on March twenty-second. About the same time the Dick Test was administered to the members of the staff; and, as part of rather elaborate plans to exercise all proper precautions, certain restrictions on their movements and contacts were imposed.

At the end of March, after six boys had already been discharged, there were still over seventy active cases and eleven convalescents. On April fifth school classes were resumed for the "negatives," although the "positives" remained segregated. Five days later twenty-two convalescent boys were sent to the seashore for a period of ten days to two weeks, a procedure that was followed with great satisfaction in caring for the remaining convalescents also. On April twentieth the evacuation of the Armory was begun, and the "positives" were returned to school. These "positives" had lost approximately four weeks of school work. The "negatives" had lost approximately two weeks. These losses, serious as they were, would have been greater if the Easter vacation had not been entirely eliminated. On May sixth all quarantine restrictions were removed.

During the quarantine, when it was not possible to bring into the College any applicants for admission, the psychological and school proficiency examinations were continued by the Department of Student Personnel, and some of the out-of-town boys were given their physical examinations by the Health Service. Through the cooperation of the Alumni Association, these examinations were given at the alumni clubhouse, 1502 Poplar Street. It would have been very unfortunate if we had fallen behind in the examination of

applicants, for it might have resulted in an improper selection of the group entering in September.

In the middle of March the Library was closed to all boys. The circulation of books and magazines to adults was continued, and this was especially helpful in promoting and supervising boys' activities. An arrangement was made by which Librarians having negative results in the Dick Test were exchanged for Elementary School teachers having positive results. The former could thus work with the boys in their houses during school time, while the latter, who were not permitted to work with the boys, could continue some of the important work of the Library staff, such as inventory checking.

The quarantine had some other compensations. It afforded members of the teaching staff a closer acquaintance with the work and the problems of the Household Department. Conditions under the quarantine verified some of our impressions concerning our crowded living quarters. A later study brought about significant changes, especially in our control of heat and ventilation in Bordeaux, Mariner, Merchant, and Banker Halls. The quarantine conditions, and the necessarily rapid readjustments that they occasioned, showed that the College and its staff are flexible and able to adapt themselves to new demands. Particular praise must be given to the Superintendent of Domestic Economy, the Director of the Health Service, and their departments for the heroic way in which they made the necessary changes in physical equipment and living conditions. Moreover, the staff and the boys themselves showed what the Superintendent of Household calls "an unsuspected degree of flexibility and forbearance." Outstanding, of course, were the active assistance and direction given during the emergency by a member of the Board, Dr. Thomas A. Shallow. His help to the Board and the administration of the College were invaluable.

While the quarantine was not without these compensations, the loss that it caused the College was great. The scarlet fever sufferers themselves lost at least six weeks of school time,

those who were segregated as susceptible, at least four weeks, and the rest of the boys, approximately two-thirds of the student body, two weeks. In addition, there were a general disarrangement of our school schedule, wear and tear upon the staff, and a certain impairment of morale, not to mention the unfortunate effect of an institutional quarantine upon the public. These losses were apart from the actual monetary costs involved in extra nursing and medical service, extra medical and non-medical equipment, the salaries of substitute employees, the cost of outside hospitalization for twelve students and employes, the cost of the convalescent period at the seashore, the expense occasioned by the necessity of taking one appendicitis case to an outside hospital, and incidental costs not easily identifiable, such as additional telephone charges. With this experience in mind, and after a study of the serum reactions sustained by the boys who had been immunized, it was decided to give the Dick Test for scarlet fever susceptibility to all new students as a routine matter, and to attempt immunization with prophylactic scarlet fever streptococcus toxin of those with positive results in the test.

Some readers may be interested in Appendix P, showing the annual incidence of certain diseases, including scarlet fever, since 1900. The figures with some exceptions have been taken from the annual reports of the President of the College. In the years covered the largest number of cases of the disease for a single year is 76 in 1904, when we had approximately 200 fewer boys than at present, and the next largest for a single year is 61 as recently as 1925. Rather disconcerting are the 31 cases of 1928, which is by no means a trifling number in view of the 61 only three years before. Significant is the large number of cases for the two years 1921 and 1922, most of which occurred in the school year 1921-1922 and represented an epidemic somewhat comparable to that of 1939. The most imposing figure is, of course, the 903 cases of influenza in 1918.

PLANT MAINTENANCE AND BUSINESS OPERATIONS

During the quarantine the Department of Domestic Economy performed heroic service. No one who was here at the time will forget the afternoon of Saturday, March 18th, when, in the six hours between luncheon and dinner, sleeping, eating, and living accommodations were provided for two hundred and twenty-five boys susceptible to scarlet fever in the Armory and Recreation Building, where there had previously been no beds, bedding, tables, chairs, eating utensils, dishes, glasses, sinks, refrigerators, or gas ranges. An additional hundred boys arrived in the building for quarantine the following Sunday and Monday, so that the moving was continued over the week-end. In this undertaking Mr. Cunningham was assisted by a large number of men from the Engineer's staff.

During the year the mechanical maintenance force took care of a total of 10,238 jobs, which was 464 more than in the preceding year. As was pointed out in last year's report, we are now feeling the necessity of maintenance work in the newer buildings. This work will continue to increase as equipment begins to wear. Of these jobs 3277 involved carpentry, 2044 replacement of electric light bulbs, 1627 plumbing, 1246 painting and glazing, 1096 electrical repairs, 577 tinsmithing and roofing, 419 steam fitting, 314 plastering and tile setting, 191 kitchen equipment, 52 refrigeration machines and elevators, and 290 were miscellaneous in nature. The total of the classified jobs is greater than the total number of jobs owing to the fact that many jobs require the services of more than one trade. Therefore, a particular job might be listed under two or more classifications.

Continual vigilance has been observed to keep the buildings free from fire hazards; improvements in safety equipment have been effected. One example of a safety measure taken during the year was the changing of the lights in the High School Auditorium so that they can be operated from the moving picture projection booth as well as from the rear of the stage. This arrangement places the lights under the

control of the motion picture operator in case of an emergency during the showing of motion pictures. A great deal of attention has been given to the matter of protection of employes from bodily injury. The usual quarterly inspections have been augmented by more frequent inspection of certain equipment. During the year an inspection was made by a representative of the State Workmen's Compensation Bureau, who reported only a few minor items as needing attention.

Among the major items of repair work completed during the year, a number might be mentioned. Numerous exterior and interior painting jobs were carried on. Heat control equipment was installed in Bordeaux, Mariner, Merchant, and Banker Halls, the result being more healthful temperatures, better control of the heat in these buildings, and economies in fuel costs. Considerable pruning, surgery work and feeding was given the trees by our own employes and an extra man.

In Allen Hall steel lockers were removed from two living rooms, part of the space was plastered and book shelves were installed in the remaining space. In Lafayette Hall a new partition was erected in the basement in order to provide an additional hobby room for use of the boys. In Good Friends Building the program of renewing all basins and faucets in the boys' lavatories, started several years ago, was completed.

A new motion picture screen and a plywood protector were installed in the High School Auditorium, where all boys attend the motion pictures. To this equipment new sound heads, new loud speakers, and the previously mentioned light control from the projection booth were added. A new ice water cooling tank and coils were placed in the Dining and Service Building, and refrigeration replacements were made in the House Group. Minor changes were made in the main part of the Infirmary Building as well as in the Dental Clinic. The truck garage at the west end of the campus was enlarged. In the Power House the turbine which operates one of the generating units was dismantled and cleaned and several rows

of impulse blading were renewed, after which it was re-assembled in good operating condition.

In the Laundry two new washing machines and a dryer were installed, and several smaller machines were re-located. Four old washers, a dry room, and some line shafting were removed. In connection with the installation of new washing machines, the hot, cold, and temperate water piping to both the new and the old equipment was removed, and a number of steam lines were re-arranged. As a result of these changes, the saving in steam for less than six months amounted to nearly 427,000 pounds.

At the Camp there was extensive clearing of underbrush, the septic tank was cleaned, the breast of the dam for the lake was repaired, extensive repairs were made to the generator, engines, water pump, and two engines which operate it, and two new sets of storage batteries were installed to replace those that were worn out.

The total ordinary expenditures for 1939 for the maintenance of Girard College amounted to \$1,740,699.88 according to preliminary estimates. The average number of students maintained was 1735, and the annual cost of maintenance per capita was \$1003.28. Since the per capita cost in 1938 was \$970.60, there is an increase for 1939 of \$32.68. It is to be noted, of course, that these figures indicate expenditures for all phases of the work of the College including, for example, the schools, home life, clothing, subsistence, laundry, and plant maintenance.

Since the amount spent in 1939 for subsistence was \$251,541.59, the per capita cost for subsistence calculated on the basis of boys only, numbering 1735, was \$144.98 or \$.4393 per day. If, however, all the officers and employees who are entitled to meals be included (boys 1735, officers and employees 359, total 2094) the per capita cost is \$120.125 or \$.364 per day. The per capita cost a day for 1938 was \$.4282 for boys only and \$.3552 if others be included, an increase in 1939 over 1938 of \$.0111 and \$.0088 a day respectively. In this calculation, as in that of former years, only eleven months or 330 days to

the year have been counted. The two summer vacation months are counted as one, as approximately one-half our regular number are supplied with meals during this period.

Actual ordinary expenditures for 1939 indicate that 60.3% of these were for salaries and wages and 39.7% for supplies and maintenance. Of the expenditures 10.4% is for clothing service, 4.0% for domestic service, 4.2% for health service, and 22.1% for food service. Instruction costs practically the same as the food service, or 22.6%. To the Laundry can be charged 4.2%, to the Library 1.2%, and to our admission, discharge, and field work 1.3%. Of the remainder, 10.8% goes for personal care of students, 15.0% for plant maintenance, 3.5% for general administrative costs, and .7% for miscellaneous expenses. In some such fashion is the Girard College dollar spent each year.

THE CHAPEL

Appendices Q and R give a list of those who delivered Sunday addresses in the Chapel during the year and who spoke at anniversary celebrations and commencements. To these laymen the College is greatly indebted.

An evidence of the fine service rendered by our Chapel speakers lies in the history of the connection of the Honorable Franklin Spencer Edmonds with Girard College and its Chapel exercises. As a young man, not very much older than the oldest students of the College, Mr. Edmonds was invited to speak to the boys by President Adam H. Fetterolf in September, 1899. This September he completed forty years of outstanding service as a Chapel speaker. At the close of the Chapel service on which he delivered this fortieth anniversary address, a Post High School student, on behalf of the boys of the College, presented him with a plaque, made in the Mechanical School, commemorating his forty years of service, and Mr. John A. Diemand, who was then President of the Alumni Association, presented him with an Alumni pin indicating his election to honorary membership in that organization.

The Chapel continues to make an important contribution to our efforts to build character, efforts that must never be diminished if we keep the Girard Will in mind. As Emerson indicates in his essay on character, a man of character has "a reserve force which acts directly by presence, and without means." Character is something to be felt rather than measured. It is something finer than anything that the man says or does, for it guides even his impulses.

We hear a great deal today about tolerance, a virtue that the writer fears is more talked about than practiced even where it is discussed most. Girard boys have an unusual opportunity to develop tolerance, for our student body contains boys of different creeds and backgrounds. Most of them become dutiful members of their churches, but they have learned at Girard to respect the faiths and good intentions of other people. Stephen Girard wished this. He would probably have agreed with William Penn concerning tolerance to the extent of saying, "It is better to be of no religion than to be bitter about any."

The interior of the Chapel building never fails to delight visitors. A jurist, who spoke in the Chapel recently, referred to it as the finest interior in Philadelphia. The late Harvey M. Watts was so impressed by the Chapel that he wrote the following sonnet after his visit:

IN THE GIRARD COLLEGE CHAPEL

*The rich Ionic colonnades outshine,
Lit by the mystic glow of hidden fire;
And patterned windows of the massy choir
Yield splendor as the organ tones combine
In harmony, and voices, line by line,
Repeat the admonitions that inspire
To lofty aims, above reward or hire,
Looking to things eternal and divine.
So let who worship here fore'er be freed
From selfishness that ever man betrays,
And baser passions of the common herd;
Let all proclaim anew the winged word,
Unmarred by shibboleths of empty creed,
Or worn-out runes of well-forgotten days!*

ALUMNI

Alumni were naturally gratified by the appointment of Mr. John A. Diemand, President of the Alumni Association, to the Board of Directors of City Trusts as recorded in the introduction to this report. His successor, Mr. William J. Beatty, an executive of proved ability, will doubtless continue the fine leadership that the Association has enjoyed.

The Alumni Association and its affiliated organizations have been active during the year. Notable in drawing together the local upstate clubs, which might otherwise develop divergent interests, is the annual dinner in October held in some previously selected city, such as Reading, Scranton, or Harrisburg. Another development of the last few years is the enlistment of alumni in securing positions for their brothers. This year individuals and groups can be credited with 89 placements.

Individual alumni in recent years have rendered the graduates of the College an important service, and at the same time have repaid something of the debt that all loyal alumni of any institution feel that they owe their school or college. They have done this by contributing to the Alumni Loan Fund which, since 1911, has been giving Girard graduates who are struggling to get a higher education that extra boost which financially has put many boys "over the top."

These contributions of varying amounts have created a revolving fund of over \$20,000. Loans without interest are made to students who have, with credit to themselves, completed the first year of their college course. Because most of the boys work for one or more years before entering college and usually save enough to pay their first year's expenses, and since they earn board and room while attending school, \$500 to \$1,000 will, in most cases, cover the cost of completing the course. In order that the fund may serve as many as possible, loans totalling more than \$300 have been discouraged, although in urgent cases, exceptions have been made. When a grant is made, the boy signs a note which obligates him to repay the loan in regular installments as soon as he obtains

a position upon graduation from college. The recipient understands from experience just how beneficial his payments will be to another Girardian striving to get further education.

The Superintendent of Admission and Discharge notes the fact that it was possible for an increased number of Girard alumni to enter regular day courses in colleges and universities this year. During 1939 twenty-four boys started their college work. The average figure for the last five years has been twelve each year. According to our records more than sixty boys are taking full-time day work in higher institutions. Of this number fourteen are being assisted by funds administered by the Board of Directors of City Trusts and thirty-two have received help from the Girard Alumni Loan Fund. An analysis of the college records of last year indicates that our graduates have done well. As usual, a comparatively high percentage of our young alumni are taking night courses in higher institutions.

Since Founder's Day fell on Saturday this year, a larger number of alumni than usual were able to attend. A graduate of the Class of January, 1922, Charles L. Seif, Esquire, who is a member of the State Legislature from Allegheny County, addressed the students' Chapel service in the morning. At the convocation in the afternoon Joseph Gilfillan, Esquire, a member of the Board of Directors of City Trusts, delivered the introductory address, and Mr. John A. Brown, President of the Socony Vacuum Oil Company and a member of the class of June, 1901, made the anniversary address.

CONCLUSION

With the exception of the scarlet fever quarantine and its temporary effects upon morale and energy, Girard College has had a good year in which all our departments can truthfully claim to have gone forward. Every year some progress is made in serving the entire needs of the individual boy, and we hope to continue this advance up to the limits set by any congregated arrangement.

This year is marked by the fact that never before has so

high a percentage of boys leaving the College completed prescribed courses successfully. Alumni job placements numbered 673 in 1939 as against 417 in 1938; they showed as great improvement in quality as they did in numbers. Greater use than ever before was made of the resources of our own metropolitan area, as is indicated in a section of this report devoted to this topic. Desirable equipment was added, at no great cost, to the dormitory buildings, the Infirmary, the Dental Clinic, the Laundry, the High School Auditorium, the Camp, and the Department of Student Personnel. The Elementary Schools and the High School effected several marked improvements in curriculum and in methods. The Mechanical School has been greatly improving its automotive course and its sheet-metal work. The Library made its first complete inventory as a happy result of the extra help and time afforded by the quarantine. The Household Department and the business procedures of the College have been re-studied to advantage. The plant itself has been maintained at a high level in view of the restricted funds with which it must be operated.

There are petty vexations about a great school. For example, our boys, like boys living through the entire year with their families or attending other boarding schools, are loath to wear the proper amount of clothing and headgear on cold winter days.

There are, of course, compensating petty joys, such as the pleasure resulting from the re-arrangement which permits boys to leave the Chapel in much less time than heretofore without any increase of pace or regimentation. There is the greater pleasure of completing details for the visit of two-thirds of the boys to the New York World's Fair. These are two of the hundreds of minor matters of a busy year.

But the outstanding *raison d'être* in Girard College has been mentioned in the introduction to this report. Girard wished this to be primarily a great school. He wished his wards to receive "a better education" than "public funds" could usually provide. Perhaps he had in mind the idea ex-

pressed by Matthew Arnold who said: "The average man is too much a religion in America, his performance is unduly magnified, his shortcomings are not duly seen and admitted." Certainly he did have in mind, as he sketched it in his Will, the double curriculum of cultural and vocational courses that is still unique in American education. It gives each Girard boy the opportunity to avoid being "the average man."

The writer again wishes to express his grateful appreciation of the coöperation and the friendly patience accorded him by the Board of Directors, the executives, and the staff of the College, and by his predecessor, Dr. Herrick, who, in more ways than they can realize, have aided him in a task that is complex, difficult, and time-consuming, even while it is challenging and interesting.

Respectfully submitted,

MERLE M. ODGERS,

President.

APPENDIX A

CHANGES IN STAFF IN 1939

RESIGNATIONS

ADELAIDE RUSSELL, A.B., Teacher, Elementary Schools...August 31st
FRANCES McCULLOUGH, B.S., Assistant Librarian.....August 31st
ELIZABETH J. SMYTHE, R.N., Night Nurse.....September 30th

RETIREMENTS

MARY PEOPLES, Teacher, Elementary Schools.....February 28th
JOSEPH G. SIMCOCK, Instructor in Forge and Sheet Metal
WorkJanuary 31st
OLIVE BROWN, R.N., Directress of Nurses.....January 31st
IRENE MALLAMS, B.S.C., Governess.....March 31st
KATHARINE S. PAUL, Teacher, Elementary Schools.....August 31st
SARA B. WEILER, Teacher, Elementary Schools.....August 31st

DEATHS

MARGARETTA P. BULLOCK, Retired Governess.....January 12th
CHARLOTTE RAGOTZKY, Retired Teacher.....April 14th
LOUIS D. ENGLERTH, M.D., F.R.C.S., F.A.C.S., Consulting
Surgeon.....August 16th
FRANCIS F. SHOEMAKER, Retired Housemaster.....September 1st
CHARLOTTE E. OVERN, Retired Teacher.....September 8th
LILLIAN T. SMITH, Retired Governess.....October 18th

APPOINTMENTS

ELIZABETH M. LEISTER, R.N., Night Nurse.....February 1st
MARION H. PRESTON, A.B., Governess.....February 7th
ORPHA E. BYLER, B.S., Governess.....February 11th
WILLIAM E. FOCHT, Instructor in Sheet Metal Work....September 1st
CHARLOTTE M. KNAPP, B.S., A.M., Teacher, Elementary
Schools.....September 1st
MILDRED E. KEEN, B.S., Teacher, Elementary Schools.....September 1st
MARIAN L. WILSON, A.B., A.M., Teacher, Elementary
Schools.....September 1st
MARY CAPUZZI, Governess.....September 11th
J. MONTGOMERY DEAYER, M.D., Consulting Surgeon..September 14th

TRANSFERS

MAGDALENE SUTER, R.N., Assistant Directress of Nurses
and Anesthetist, to Directress of Nurses.....February 1st

GRACE G. WOLFORD, R.N., Nurse, to Assistant Directress
 of Nurses and Anesthetist February 1st
 CAROLINE P. RHODES, A.B., A.M., Special Teacher, Ele-
 mentary Schools, to Teacher, Elementary Schools.... September 1st
 MARJORIE CHURCH, B.S., Governess, to Relieving Gover-
 ness..... September 6th
 ALFRED L. EICHELBERGER, B.S., Relieving Housemaster, House
 Group, to Relieving Housemaster, Junior School.... September 6th
 WILLIAM R. LANDRUM, A.B., Relieving Housemaster, to
 Housemaster..... September 6th
 JOHN H. BOMGARDNER, A.B., Ed.M., Housemaster, Mer-
 chant Hall, to Relieving Housemaster, Lafayette Hall September 10th
 HENRY O. FISHER, B.S., Relieving Housemaster, to Acting
 Senior Housemaster..... September 10th

APPENDIX B

DISTRIBUTION OF NEW STUDENTS BY GRADE, 1935-39

Grade	1935	1936	1937	1938	1939	Total
1B	46	43	45	39	60	233
1A	31	36	31	21	31	150
2B	20	23	20	25	11	99
2A	20	17	16	18	13	84
3B	15	23	19	24	22	103
3A	14	9	25	28	22	98
4B	7	11	18	23	18	77
4A	3	4	5	5	9	26
5B		4	2	2	2	10
6B				1		1
Total	156	170	181	186	188	881

APPENDIX C

DISTRIBUTION OF NEW STUDENTS BY AGE 1935-39

Age	1935	1936	1937	1938	1939	Total
6	44	53	57	39	59	252
7	50	38	33	48	43	212
8	27	38	41	40	31	177
9	35	41	50	59	55	240
Total	156	170	181	186	188	881

APPENDIX D

SIZE OF HIGH SCHOOL CLASSES

Number of students in class.....	1-5	6-10	11-15	16-20	21-25	26-30	31-35	Over 35	TOTAL
Number of classes in all subjects 1937-38.....	6	10	8	13	30	53	52	2	174
Number of classes in all subjects 1938-39.....	7	11	12	15	18	78	37	8	186
Number of classes in all subjects 1939-40.....	11	5	13	14	34	67	29	13	186

APPENDIX E

STAFF OF SUMMER SCHOOL—1939

Principal.....	Dr. William E. Burkard
Supervisor of Handwork.....	Viola R. Collins
Tutor for High School Subjects.....	Iredell L. Aucott
Tutor for High School Subjects..	John Diehl
Tutor for High School Subjects.....	Nathaniel K. Krassenstein
Tutor for High School Subjects.....	Matthias H. Richards
Tutor for High School Subjects.....	Charles C. Smith
Tutor for Junior High School Subjects.....	Charles K. Hay
Auditorium Teacher.....	Alberta Schenbecker Lewis
Shop Teacher.....	Earl D. Springer
Music Teacher and Organist....	Louis C. Doelp

TEACHERS OF RECREATIONAL ACTIVITIES

George J. Epley	Oscar M. Havsy
George W. Harlow	James J. Lamond

ELEMENTARY SCHOOL TEACHERS

Laura E. Harman	Lillian A. Reece
Freda W. Thomas	

BOOKWORK

Edna L. Adams
Lila G. Curry
Oscar M. Havsy
K. Adessa Martin
Gladys Montgomery
Maurice L. Risen
Bertha B. Wagenhurst
Elsie S. White

HANDWORK

Frances H. Biester
Eleanor T. Crouse
Gertrude M. Ehinger
Dorothy F. Haack
Cristane Harnsberger
Russell M. Leonard
Irene D. MacMillan
John T. Mladjen
Christina Z. Vecchione

APPENDIX F

SUMMARY OF LIBRARY STATISTICS

BOOK CIRCULATION IN MAIN LIBRARY

Book Classification	Main Department		Children's Room	Total 1939	Total 1938
	Boys	Adults			
General Works.....	45	52	32	129	138
Philosophy.....	107	202	1	310	366
Religion.....	39	93	254	386	374
Sociology and Folklore..	986	1148	3149	5283	5687
Languages.....	45	42	51	138	179
Science.....	508	226	913	1647	1796
Useful Arts.....	1253	486	1087	2826	2982
Fine Arts.....	1190	648	1237	3075	3316
Literature.....	1105	784	351	2240	2469
History.....	736	589	692	2017	1991
Travel.....	277	697	323	1297	1232
Biography.....	719	675	428	1822	1876
Fiction.....	9942	5043	7878	22863	25662
Periodicals.....	157	11481	0	11638	13442
Total Circulation.....	17109	22166	16396	55671	61510
Main Department Circulation..	{ Boys.....			17109	19871
	{ Adults.....			22166	23466
Children's Room Circulation.....				16396	18173
Grand Total book circulation.....				55671	61510

ATTENDANCE IN MAIN LIBRARY

		1939	1938
Main Department attendance..	{ Boys.....	63675	69890
	{ Adults.....	3324	3677
Children's Room attendance.....		15511	18350
Grand Total attendance.....		82510	91917

ELEMENTARY SCHOOL LIBRARY-LABORATORY

	1939	1938
Number of films loaned for classroom use.....	618	391
Number of slides loaned for classroom use.....	2730	1849
Attendance of boys for research.....	14214	13672
Attendance of boys for art talks.....	2508	2856
Teacher-Librarian Conferences.....	789	828

BOOKS ADDED TO THE LIBRARY

Non-Fiction.....	2248
Fiction.....	1380
Periodicals (Bound volumes).....	38
Total number of volumes added to the Library in 1939.....	3666
Total number of volumes discarded in 1939.....	415
Total accessions to date.....	72977
Total unaccessioned bound volumes to date.....	6939
Total discarded and lost to date.....	12471
Total approximate number of volumes in the Library in 1939.....	67445

APPENDIX G

INTERSCHOLASTIC SPORTS SUMMARY

	Won	Lost	Tied
Swimming.....	7	2	1
Baseball.....	4	3	
Track.....	10	1	
Soccer.....	8	1	
Basketball.....	2	10	
Gymnastics.....	2	2	
Total	33	19	1

APPENDIX H

RECORD OF SCOUT ACTIVITIES 1934 - 1939

	1934	1935	1936	1937	1938	1939
Number of Scouts.....	66	87	116	198	310	301
Tenderfoot.....	46	22	47	111	136	147
Second Class.....	15	41	36	51	114	91
First Class.....	4	15	22	23	24	19
Star.....	0	7	5	5	27	32
Life.....	1	2	6	6	7	8
Eagle.....	0	0	0	2	2	4
Merit Badges.....	13	76	128	203	435	256

APPENDIX I

LECTURES AND ENTERTAINMENTS—1939

Friday, January 6:

Illustrated Lecture—

“The Ascent of Mt. Lucania”

Robert H. Bates

Entertainment—

Pamahasika's Animal Circus

Friday, January 20:

Comedy-Drama—

“Barrels of Money”

The Pollard Players

Friday, February 3:

Entertainment—

Artistic Magic

Roberta and Marion

Friday, February 17:

Illustrated Lecture—

“How the Movies Grew”

Eric Knight

Friday, March 3:

Illustrated Lecture—

Evolution of the Pipe Organ

Harry C. Banks, Jr.

Saturday, May 6:

Recital—

Students of the Curtis Institute of Music

Friday, May 12:

Lecture-Recital—

“Character Studies of Great Literary Men”

Sidney W. Landon

Saturday, May 13:

Entertainment—

Professor Peak's Punch and Judy Show

Saturday, May 27:

Illustrated Lecture—

"China and Japan"

Dr. Michail M. Dorizas

Friday, October 13:

Concert—Girard Quintet—

Harry C. Banks, Jr., Piano

Ralph E. Binz, Trombone

George O. Frey, Cello

Robert W. Morrison, Clarinet

Earl Pfouts, Violin

Entertainment—

"Don Quixote"

Bobby Sellers Marionettes

Friday, October 27:

Hallowe'en Entertainment—

International Brotherhood of Magicians

Friday, November 17:

Illustrated Lecture—

"The Greatest Things of the Ancient World"

George S. Kendall

Entertainment—

"What Do You Think?"

Dorothy Waldo Phillips

Friday, December 1:

Student Activities Night

Saturday, December 16:

Christmas Concert—

Musical Organizations of Girard College

Saturday, December 23:

Christmas Eve Entertainment—

“Hansel and Gretel”

Haines' Marionettes

APPENDIX J

GIRARD COLLEGE CAMP STAFF

Superintendent of Camp Archibald Ralston

Camp Physician..... Lewis H. J. Armentrout, Jr., M. D.

COUNCILORS

Joseph D. Dolan, Jr.

Lawson S. Earl

Harry E. Fox, Jr.

Warren W. Gockley

Don E. Harper

Russell I. Hess

Joseph M. Hewlett

Edward A. Hoffner

Herbert W. Horner

William H. Hoyt, Jr.

Robert A. Livingston

M. Kennard Markley

Jack Mendelsohn, Jr.

William J. Miller

Jacob Muhlstein

Harrison Nace

Edward Napoliello

Francis A. Neibert

Frank V. Ratschof

Mark S. Rice

Rexford E. Tompkins

Glen M. Weakley

Earl J. Yandow

APPENDIX K

NUMBER OF BOYS AT CAMP, 1929-1939

1929.....	342
1930.....	490
1931.....	557
1932.....	690
1933.....	716
1934.....	692
1935.....	686
1936.....	714
1937.....	734
1938.....	776
1939.....	727

APPENDIX L

DEPARTMENT OF STUDENT PERSONNEL CONTACTS

Individual Admissions Examinations	355
Individual Conferences with Boys	571
Individual Conferences with Mothers	65
Individual Speech Lessons	329
Individual Vocational Guidance Examinations (2-1-3 Group)	48
Individual Vocational Guidance Examinations (Elementary Industrial Class)	28
Group Vocational Guidance Examinations	175
Personnel Examinations (Psychological)	44
Individual Psychiatric Interviews	198
Total	1813

APPENDIX M

ANALYSIS OF DISMISSALS

	1935	1936	1937	1938	1939
Graduates	82	93	93	92	102
Intermediate High School	8	13	19	26	28
Post High School Students	16	15	19	18	26
	106 (66.6%)	121 (72.8%)	131 (69.3%)	136 (78.7%)	156 (80%)
<u>Failure in Scholarship</u>					
At fourteen	6	3	—	—	—
At fifteen	8	10	4	—	1
At sixteen	5	5	10	2	3
At seventeen	1	3	7	2	6
At eighteen	4	5	3	1	7
	24 (15.1%)	26 (15.4%)	24 (12.7%)	5 (2.3%)	17 (8.7%)
Request of Mother	3 (1.9%)	3 (1.8%)	2 (1.1%)	3 (1.7%)	2 (.3%)
<u>Unfavorable Conduct</u>					
Less than fourteen	2	2	3	4	1
At fourteen	3	5	5	2	1
At fifteen	9	2	6	3	4
At sixteen	4	1	8	9	8
At seventeen	4	3	1	3	2
At eighteen	—	—	—	—	—
Expulsion	1	—	—	4	2
	23 (14.5%)	11 (6.6%)	23 (12.7%)	25 (14.4%)	18 (9.7%)
Physical Disability	2	2	8	1	—
Died	1	3	1	4	2 (8%)
	159	166	189	174	195

APPENDIX N

PLACEMENT EXPERIENCE OF FIVE YEARS

Month	1935	1936	1937	1938	1939	Total
January	27	52	59	61	53	252
February	17	37	24	28	66	164
March	19	40	40	38	51	172
April	21	32	28	35	42	158
May	24	35	56	29	62	206
June	32	46	57	26	61	222
July	42	45	78	28	51	244
August	42	41	19	25	59	178
September	32	113	47	40	76	308
October	26	34	50	33	60	203
November	27	26	19	51	53	176
December	18	20	28	23	39	128
Totals	327	521	505	417	673	2411

APPENDIX O

HEALTH SERVICE STATISTICAL REPORT

The following is a record of the diseases, operations, and other matters of record for which pupils of the College were under observation in the Health Service during the year ending December 31, 1939:

Abcess	10	Hyperthyroidism	3
Acidosis	1	Hypertrophied Adenoids	1
Adenitis	11	Hypertrophied Tonsils and Adenoids	90
Appendicitis, Acute	13	Impacted Teeth	26
Appendicitis, Acute Suppurative	1	Impetigo Contagiosa	2
Appendicitis, Acute Gangrenous	1	Infection	2
Bronchitis, Acute	50	Infection, Necrotic, Due to Human Bite	1
Broncho-sinusitis, Acute	1	Inflammation Cervical Gland, Peritonsillar abscess, Hypertrophied tonsils	1
Burn, Brush	1	Inflammation due to erupting tooth	3
Bursitis, Knee	2	Influenza, Acute	355
Cellulitis	8	Keratitis, Acute	2
Chicken Pox	4	Laryngitis, Acute	45
Cholangitis, Acute	1	Mastoiditis, Acute	2
Cholecystitis, Acute	1	Mastoiditis, Acute, with Lateral Sinus Thrombosis	1
Concussion, Brain	2	Migraine	2
Conjunctivitis, Acute	16	Mumps	1
Constipation	23	Myalgia	3
Cyst	2	Myositis	3
Deciduous Tooth	1	Neuralgia, Intercostal	1
Dermatitis	4	Nostalgia	1
Dietetic Indiscretion	247	Observation	198
Dislocation, Elbow	1	Obstruction, Ascending Colon, Acute	1
Eczema	3	Obstruction, Nares	11
Enteritis	1	Otitis Media	50
Episcleritis	1	Otitis Externa	2
Erythema Solarium	1	Pediculosis Capitis	1
Ethmoiditis, Acute	3	Pharyngitis, Acute	46
Excoriation, Heel	1	Pityriasis Rosea	5
Extraction, Dental	1	Pleurisy, Acute	1
Foreign Body, Eye	2	Pneumonia, Lobar, Type 22	1
Foreign Body, Gastro-Intestinal Tract	3	Pruritus	2
Fracture	16	Pulpitis, Acute Traumatic	1
Furunculosis	11	Purpura, Henoch's	1
Granula, Apex Tooth	1	Redundant Prepuce	70
Hernia	3	Rheumatic Infection, Chorea	1
Hernia and Redundant Prepuce	1	Rheumatic Infection, Carditis	19
Hernia and Undescended Testicles	1		
Hematoma	3		

Rhinitis, Acute	17	Operations :	
Scabies	8	Appendectomy, Clean	13
Scarlet Fever	90	Appendectomy, Drainage	2
Serum Reaction	56	Circumcision	71
Sinusitis, Acute	12	Excision of Bursa	1
Sinusitis, Ac. Otitis Media,		Excision of Cyst	1
Throat Abscess, Dental Ex-		Extraction of Teeth	30
traction	1	Herniorrhaphy	4
Sprain	8	Herniorrhaphy and 1st Stage	
Staphylococcodermia	1	Transplantation	1
Stomatitis, Vincent's	5	Incision and drainage of	
Thyroid Deficiency	2	abscess	1
Tinea Circinata	2	Incision and drainage of	
Tinea Veriscolor	1	bursitis	1
Tonsillitis, Acute	23	Incision and drainage of	
Traumatic Amputation 1st		hematoma	1
Phalanx Middle & Ring Fingers,		Incision and drainage of in-	
lacerated wound index		fection, hand	1
& little fingers	1	Ligation of Veins for Varico-	
Tracheo-brochosisinusitis, Acute	1	cele	1
Upper Respiratory Infection,		Mastoidectomy, Simple	3
Acute	29	Prophylactic Appendectomy,	
Urticaria	1	Division of Jackson's Mem-	
Varicocele	1	brane. Release of Volvulus	
Varicose Veins	2	Bands	1
Wounds :		Removal of Tonsils and	
Abrazed	1	Adenoids	90
Lacerated	2	Removal of Adenoids	1
Contused	28	Revision of Traumatic Ampu-	
		tation, Suturing Lacerated	
Total	1705	Wounds	1
Deaths :		Submucous Resection	11
Joseph P. Bruno, 7-12-39		Suturing of scalp wound	1
Rheumatic Infection, Pan-		Turbinectomy, Ethmoidectomy,	
carditis	1	Opening Maxillary Antrum	2
Frank N. Templar, 12-28-39		Puncture and Irrigation, Max-	
Peritonitis following append-		illary Antrum	1
ectomy	1	Total Operations	239
Total Deaths	2		
Average Number Hospital Days per Patient			11.3
Average Daily Census			44.4
Dispensary Treatments :			
Infirmary			49,697
Otolaryngological			1,546
Ophthalmological			1,342
Dental			12,522
Total Dispensary Treatments :			65,107

APPENDIX I

FORTY YEAR RECORD OF CONTAGIOUS AND INFECTIOUS DISEASES

<i>Year</i>	<i>Measles</i>	<i>German Measles</i>	<i>Chicken Pox</i>	<i>Scarlet Fever and Scarletina</i>	<i>Mumps</i>	<i>Diphtheria</i>	<i>Typhoid Fever</i>	<i>Bronchitis</i>	<i>Tonsillitis</i>	<i>Laryngitis</i>	<i>Pharyngitis</i>	<i>Pneumonia</i>	<i>Influenza</i>	<i>Rheumatic Inf., Ht. Dis., Chorea</i>
1900	110	0	44	8	2	19	0	139	305	33	134	27	35	*
1901	0	0	7	1	78	98	5	340	349	0	163	4	40	*
1902	32	0	0	5	11	30	10	271	231	14	200	6	21	*
1903	61	0	6	1	74	3	7	238	342	12	18	39	12	*
1904	45	0	24	76	28	5	8	105	351	1	12	22	5	*
1905	0	0	10	3	46	7	4	219	273	48	49	14	15	*
1906	118	0	20	4	14	27	13	197	288	15	59	10	14	*
1907	18	0	9	4	87	14	0	316	419	41	134	18	14	*
1908	17	0	1	1	0	12	0	399	484	16	73	13	23	*
1909	0	0	30	3	24	3	0	271	277	29	63	9	7	*
1910	72	0	19	6	3	0	0	205	303	47	57	7	9	*
1911	37	0	0	1	1	0	0	351	563	10	0	16	0	*
1912	0	0	54	0	105	0	0	438	395	34	39	20	0	*
1913	126	22	8	4	54	16	2	411	415	26	121	11	0	*
1914	21	17	24	1	63	4	0	416	250	81	104	10	2	22
1915	41	0	11	41	15	0	2	621	375	11	35	14	0	18
1916	28	0	10	1	3	19	0	627	270	10	81	18	113	18
1917	9	0	10	8	2	4	0	151	183	20	47	2	15	15
1918	157	0	10	6	131	6	0	126	101	19	55	55	903	12
1919	2	0	24	3	4	19	3	112	200	20	78	4	8	13
1920	15	0	6	18	34	31	1	209	157	8	37	4	30	6
1921	1	0	22	49	62	13	0	135	288	23	30	4	140	20
1922	38	0	0	44	3	0	0	121	214	20	15	21	44	11
1923	8	0	22	0	6	0	0	132	124	25	23	11	29	11
1924	7	0	12	1	6	2	0	91	176	17	38	14	0	18
1925	63	0	8	61	30	0	0	167	56	5	15	10	0	8
1926	13	0	11	0	0	0	0	251	23	12	17	12	0	5
1927	0	0	21	8	72	0	0	121	15	9	38	10	0	10
1928	33	0	13	31	8	0	1	177	17	35	43	13	0	6
1929	0	0	2	0	2	0	1	147	12	25	13	19	0	9
1930	32	0	0	18	55	0	0	105	11	16	55	9	0	7
1931	98	0	34	9	1	0	0	120	14	103	22	12	0	12
1932	27	0	13	15	30	0	0	263	3	94	73	28	0	4

<i>Year</i>	<i>Measles</i>	<i>German Measles</i>	<i>Chicken Pox</i>	<i>Scarlet Fever and Scarletina</i>	<i>Mumps</i>	<i>Diphtheria</i>	<i>Typhoid Fever</i>	<i>Bronchitis</i>	<i>Tonsillitis</i>	<i>Laryngitis</i>	<i>Pharyngitis</i>	<i>Pneumonia</i>	<i>Influenza</i>	<i>Rheumatic Inf.,</i>	<i>Ht. Dis., Chorea</i>
933	0	0	26	0	3	0	0	84	6	20	28	8	0	15	
934	221	128	15	4	128	0	0	64	13	54	144	21	81	6	
935	14	0	2	12	42	0	0	106	3	78	33	10	45	14	
936	36	2	32	22	47	0	0	44	0	87	9	6	210	9	
937	0	0	35	3	79	0	0	53	3	53	14	15	88	10	
938	96	1	32	6	24	0	0	71	6	39	15	5	40	8	
939	0	0	4	90	1	0	0	51	23	45	46	1	355	20	

Figures not available.

APPENDIX Q

CHAPEL SPEAKERS—1939

- January 1—Mr. John W. Leydon, Teacher, Girard College.
8—Mr. Henry W. Braude, Attorney, Philadelphia.
15—Dr. Edgar J. Fisher, Assistant Director, Institute of International Education, New York City.
22—Mr. O. Howard Wolfe, Business Man, Philadelphia.
29—Mr. Lauris R. Wilson, Senior Housemaster, Girard College.
- February 5—Mr. J. Vaughan Merrick, 3rd, Headmaster, St. George's School, Newport, Rhode Island.
12—Mr. E. Newbold Cooper, Supervising Principal of the Elementary Schools, Girard College.
19—Mr. George F. Norton, Business Man, Philadelphia; Alumnus, Girard College.
26—Mr. Joseph P. Gaffney, Attorney; Solicitor, Board of Directors of City Trusts, Philadelphia.
- March 5—Dr. Arthur E. Brown, Headmaster, The Harrisburg Academy, Harrisburg, Pa.
12th to April 30th inclusive—Scarlet Fever Quarantine Period.
- May 7—Dr. Cheesman A. Herrick, former President of Girard College.
14—Mr. S. Herman Macy, Superintendent of Admission and Discharge, Girard College.
21—Mr. E. Elmer Staub, Business Man, Detroit, Michigan; Alumnus, Girard College.

- 28—Mr. William C. Sparks, Supervisor of Playgrounds and Recreation, Girard College.
- June 4—Mr. Robert T. Anderson, Assistant Chief Engineer, Girard College.
- 11—Dr. Alfred E. Stearns, Headmaster Emeritus, Phillips Academy, Andover, Massachusetts.
- 18—Mr. William L. Campbell, Senior Housemaster, Girard College.
- 25—Mr. G. Curtis Pritchard, Assistant Superintendent of Admission and Discharge, Girard College.
- July 2—Mr. Emil Zarella, Senior Housemaster and Alumnus, Girard College.
- 9—Mr. George C. Foust, Teacher, Girard College.
- 16—Mr. John C. Donecker, Assistant to the President, and Alumnus, Girard College.
- 23—Captain Howard Kirk, Attorney, Media, Pa.
- 30—Mr. John P. Dunlevy, Swimming Instructor, Girard College.
- August 6—Dr. William E. Burkard, Principal, John Bartram High School, Philadelphia.
- 13—Mr. Albert H. Schoell, Teacher, Girard College.
- 20—Mr. Alford G. Otto, Playground Teacher and Coach, Girard College.
- 27—Dr. David A. McIlhatten, Teacher, Girard College.
- September 3—Mr. George R. Dulebohn, Teaching Housemaster, Girard College.
- 10—Dr. Merle M. Odgers, President, Girard College.
- 17—Dr. Merle M. Odgers, President, Girard College.
- 24—Honorable Franklin Spencer Edmonds, Attorney, Philadelphia.
- October 1—Dr. John L. Haney, President, Central High School, Philadelphia.
- 8—Mr. Henry V. Andrews, Teacher, Girard College.
- 15—Mr. Charles E. Bowman, Teacher, Girard College.
- 22—Mr. Owen D. Evans, Superintendent, Mechanical School, Girard College.
- 29—Mr. Raymond L. Burkley, Executive Secretary, General Alumni Association, Temple University; Alumnus, Girard College.
- November 5—Mr. George W. Casey, Executive Secretary, Big Brother Association, Philadelphia.
- 12—Mr. Malcolm J. Nicholson, Senior Housemaster, Girard College.

- 19—Dr. Guy E. Snively, Executive Director, Association of American Colleges, New York City, New York.
 26—Dr. Alfred E. Stearns, Headmaster Emeritus, Phillips Academy, Andover, Massachusetts.
- December 3—Mr. Homer Rodeheaver, Business Man, Philadelphia.
 10—Mr. Paul W. Albright, Business Man, New York City; Alumnus, Girard College.
 17—Dr. Merle M. Odgers, President, Girard College.
 24—Mr. Karl R. Friedmann, Teacher, Girard College.
 31—Mr. James D. White, Teacher and Alumnus, Girard College.

APPENDIX R

ANNIVERSARIES AND COMMENCEMENTS—1939 SPEAKERS

- Commencement, January 25,
 C. C. Williams, B.S., LL.D.,
 President, Lehigh University.
- Lincoln's Birthday, February 12,
 Mr. Daniel A. Morris,
 Philadelphia Chapter, American Institute
 of Banking.
- Founder's Day,
 Mr. John A. Brown,
 Petroleum Executive, New York,
 Class of June, 1901.
- Founder's Day (Morning Assembly of Students),
 Honorable Charles L. Seif,
 Pennsylvania State Legislature,
 Class of January, 1922.
- Commencement, June 22,
 Arnaud C. Marts, A.B., LL.D.,
 President, Bucknell University.
- Thanksgiving Day,
 Mr. Ernest T. Trigg,
 Board of Directors of City Trusts.

APPENDIX S

SAVINGS FUND ACCOUNT

The Savings Fund Account, which was started in 1896 with deposits of \$234.07, has served its purpose well. Some figures for the last five years, in connection with this Fund, are given below :

	<i>Deposits</i>	<i>With- drawals</i>	<i>Totals</i>
1935	\$4814.10	\$6108.77	\$15843.96
1936	5576.91	6927.07	14493.80
1937	7383.15	6060.10	15816.85
1938	6369.56	5342.98	16843.43
1939	6204.49	6800.77	16247.15
Total interest for the year ending December 31, 1939			\$733.90
Accounts opened in 1935			135
Accounts opened in 1936			155
Accounts opened in 1937			177
Accounts opened in 1938			155
Accounts opened in 1939			166
Total number of accounts December 31, 1935			1362
Total number of accounts December 31, 1936			1361
Total number of accounts December 31, 1937			1371
Total number of accounts December 31, 1938			1377
Total number of accounts December 31, 1939			1415
Total deposits, 1896 to 1939			\$148,128.32
Total withdrawals, 1896 to 1939			131,881.17
Total amount in the Fund, December 31, 1939			36,044.57

APPENDIX T

PRIZES AND HONORS

Two key man awards (portable typewriters and books) were made during the year, to Robert E. Reinhard, Class of June, 1939, and to Arnold Ehrlich, Class of January, 1940, for the best all around records in scholarship, athletics, citizenship and extra-curricular activities.

Gold watches were presented according to the terms of the will of the late General Louis Wagner to the students of the graduating classes having the highest scholarship averages for their last two years' work.

September Award—Robert E. Reinhard

February Award—Elmer D. Hess

Bronze medals were presented by l'Alliance Française to the High School students showing the greatest proficiency in the study of the French language and literature:

September Award—William E. Riemer

February Award—Edward Anderson

Special prizes were presented by various individuals and groups of the Alumni.

The "Early Eighties" prizes, presented in the name of John Humphreys, were awarded in September for the best short stories produced by the members of the Senior Classes and in February for the best descriptive essays on the annual trip of the Senior Classes to Washington, as follows:

September	February
1. Arnold Ehrlich\$4.00	James S. Schell\$4.00
2. Charles Gentile 2.00	Francis X. Dugan 2.00

The "Early Eighties" prizes, presented in the name of Herman C. Horn for the best essays on "Safety on City Streets" by students of the Second High School Year, were awarded as follows:

September	February
1. Donald W. Bredbenner \$2.50	John H. Anderson\$2.50
2. James De Vuono 1.50	Edward Anderson 1.50
3. Meyer Weiss 1.00	George W. Lambert..... 1.00

The "Early Eighties" prizes, presented in the name of

John E. Rodgers for proficiency in drafting or some branch of manual training, were awarded as follows:

September

1. Emil J. Meslo, Patternmaking\$4.00
2. John S. Burke, Electrical Shop 2.00

February

1. Charles J. Kraus, Electrical Shop.....\$4.00
2. David P. Dunmire, Patternmaking..... 2.00

The "Early Eighties" prizes, presented in the name of Joseph A. Campbell for proficiency in penmanship, were awarded as follows:

September

1. John V. Smith.....\$4.00
2. Jacob J. Katz 2.00

February

- James L. Bernheisel.....\$4.00
- Harlan L. Harner..... 2.00

The "Early Eighties" prizes, presented in the name of Henry Kramer for proficiency in chemistry, were awarded as follows:

September

1. Walter H.J. Williams \$5.00
2. Edward A. Carbrey... 3.00

February

- William W. Snyder\$5.00
- Elmer D. Hess 3.00

The House Scholarship Trophy, presented by the class of June, 1921, to the house attaining the highest average of the combined term scholarship records for the preceding term, was awarded as follows:

September—Banker HallAverage 2.11

February—Banker HallAverage 2.17

The Art Class prizes, awarded to the students of that class for achievement in drawing and water color painting, and in modeling, were presented in February as follows:

William E. Calhoun \$2.50

Edwin L. Schmidt 2.50

Bronze medals awarded by the American Legion, through the Stephen Girard Post, No. 320, to the students of the highest grammar school grade for the best records in scholarship, athletics, and citizenship combined, were presented as follows:

September

Edward Dudlik

February

Paul Katzeff

Special prizes were also presented by the College to cadets for meritorious service in the Military Department as follows:

To the Captain of the company excelling in competitive

drill, and to the Captain of the company ranking second :

September Awards

1. James R. Todd, Company A, Saber
2. William W. Snyder, Company B, Silver Medal

February Awards

1. William W. Snyder, Company B, Saber
2. James R. Jones, Company C, Silver Medal

Photographs of the winning companies were presented to members of those companies.

A silver medal was awarded each term to the cadet ranking highest in individual drill, and a bronze medal to the cadet ranking second :

September Awards

1. Thomas C. Braber, Corporal, Company D
2. Charles F. Mieloch, Private, Company A

February Awards

1. George Damore, Private, Company D
2. Benjamin M. Snyder, Private, Company B.

Prizes presented by the College for proficiency in manual arts :

September Awards

1. Anthony Costanzo, books to the value of \$5.00
2. Frederick H. Pierce, books to the value of 3.00

February Awards

1. Robert L. Schuler, books to the value of\$5.00
2. William J. Williams, books to the value of 3.00

Prizes presented by the College in February for the best singing with soprano or alto voice :

1. James L. Mathis, books to the value of\$5.00
2. James M. Dunn, books to the value of 2.50

Prizes presented by the College in September to students showing greatest proficiency and greatest improvement in piano music :

1. Walter F. Hartfield\$5.00
2. Joseph Glasser 2.50

APPENDIX U

GRADUATES

Following are the names of those who were graduated from the College in 1939:

CLASS OF JANUARY, 1939

Carlo Aletti*	Edward Adam Hoffner
Thomas Alexander*	Robert Maginniss Hoyt*
Stanley Alikonis	Marion Jablonski
Bernard Francis Allen*	William Michael Kavalkovich
George Albert Applegate	William Robert Kline
William Russell Barnhardt	James Warren Knauf
Joseph Elias Berman	Earl Harrison Kramer
Robert Bertram Bower	Frederick Joseph Kricher
Richard White Boyd*	Claude John Bernard Kromer
Richard Monroe Buckley	Paul David Lenox*
John Calcavecchia	Albert Lore
James Allen Campbell	Joseph Charles McNichol
Alexander Caro	Clifford Bennett Mengel
John Edward Crawford	Henry Richard Milford
Henry DeVuono*	Frederick Winton Mowery
William Duffy	George Moyer
William John Dugan	Alan Richard Myers
Jerome Irving Eglin	Albert Kayser Naseef
William Ehrlich	Renard Ambrose Nogic
Michael Ralph Ermilio	Leonard Milton Nuss
Edward George Evans	John Palucci
Francis Patrick Fanning*	Dale Marl Pentz*
Delio Fatigoni	William Henry Pfeifer
Marvin Taylor Fassett*	William Thomas Porter
Francis Myron Flansburg	Eli Roseman
Frederick Jack Foreaker	Albert Rosenberg
Albert Freedman	Joseph Schwartz
Richard James Green	John Abbitt Semenick
William Rogers Guntrum	Harold Sherman
Paul Hanks	Richard Craig Shuman
Harry Nightingale Harris	Samuel Young Thompson
Raymond Hartenstine*	Robert William Thorborg
William John Heger	William Henry Whifers
Henry Raymond Heller	John Henry Williams
Harold Robert Hepler	

*Member of National Honor Society

CLASS OF JUNE, 1939

Ralph Thomas Angstadt	Horace Rick Heebner
John Antoni	Richard Irvin
Nicholas Bojanic	Albert Longo
John Stanford Burke	Thomas Joseph McDonnell
John Campbell*	David William Malloch
Nunzio Joseph Canalichio*	James Joseph Malloy*
Edward Austin Carbrey	Emil John Meslo*
John Caruso	Joseph Andrew Micklus
James Cascardo	Walter Quick Miller
Vincent Castor	John Nolan
Samuel Aaron Cleff	Michael J. O'Donnell
Guy Warren Clokey	Edward Charles Orchard
Walter Joseph Costello	Melvin Richard Paskman
William John Crowley*	John Piraino
Victor D'Ambrosio	Harold George Preiksats
Anthony D'Argenio	Adolfo Recchiuti
Eberhard Dieterle	Robert Eugene Reinhard*
Michael Rigoletto DiMeo	Vincent Roba*
William Harry Edelmayer	Alfred Schiavino
Paul Lamar Edwards	Jack Randolph Seiverling
Francesco Ezzi	Walter Noble Simmers*
Louis Ferrero	Warren Glen Smeltzer
Walter Gaskill	Robert Lester Sultzbach
Robert William Geiger	Norman Surkin
William Nicholas Green	Lyndon Reese Thomas
Edward Louis Gurt	Kenneth Williams
Elwood Hardinger	Walter Hugh James Williams
Francis Gaston Hargy	Robert Eugene Witmer

*Member of National Honor Society

THOSE RECEIVING CERTIFICATES

The following boys, unless otherwise designated, completed one year of Post High School work in 1939, and were granted certified statements indicating the ground covered in each individual case:

January, 1939

Neshan Alexanian
Irving Aschendorf
Samuel George Fisher
Henry Palmer Frankenfield
*Frank Fryjewicz
Howard Hinkel
George Brownfield Hutchinson
Bernard Vernon Klinges
Bernard Herman Kravitz
Robert Edward Lee
*John Joseph Murphy
Johan Hugo Norman
Lawrence Paglia
Ralph Bernard Paskman
John Andrew Swank
*Franklin Wells Widmann
Robert Horton Work
*Herman Zitman
*1 term

June, 1939

Leonard Berger
Edwin Dorfman
William Robbins Fleming
William Henry Hoyt, Jr.
Francis Lisle Kendall
Albert Odus Lambert
Walter McCracken
George Foster McFarland
Jacob Muhlstein
John O'Hara
Edwin James Smith
George Francis Yeich

The following boys completed the Intermediate High School course in 1939 and were granted certificates:

January, 1939

Placido Ferla
James Edward Groves
Frederick Kenneth Hughes
Clyde Roy Jakeman
Albert Leopold Lewis
Warren Harding Lindley
Eugene Morris McCracken
Antonio Monaco
Frank Mungello
Earl William Schiller
John Joseph Sitko
Robert Taylor
Franklin Arthur Williams
Adam Winski

June, 1939

Salvatore Chioforo
Eugene D'Eustachio
Benjamin Edmund George
Alfred Griesmer
Robert Elton Hennemann
David Morris Leonard
Calvin Beaver Levan
Melvin Roy Patterson
Norman Monroe Ressler
Harry Flickwere Singles
William Adam Stavey
Harold Thorne
Edward Homer Webster